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A 123-item bibliography with English abstracts of books and articles in English and Indic languages comprises this volume produced to provide information on various aspects of education in Pakistan. Significant emphasis is placed on the sections treating (1) languages and medium of instruction and (2) educational goals, developments, methods, media, administration, organization, and finance. Less extensive portions include listings dealing with such diverse topics as (1) children's literature, (2) curriculum appraisal, (3) discipline problems, (4) educational reform, research reports, and general concerns, (5) examination and textbook needs, (6) extracurricular activities, (7) history of education, (8) library resources, (9) literacy problems, and (10) the studies of mathematics, psychology, sociology, social sciences, science, and special subjects. English translations of foreign titles and an author index are provided. (AF)

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ADMINISTRATION, ORGANIZATION, AND FINANCING OF EDUCATION

1. AHMED, Manzoor. Educational Administration. An Emerging Profession --- Teacher's World (Dacca) 5(3): 8-14. 1967.

Administration is basically the analysis and conceptualization of human activities which have attained a degree of complexity in both the process and the ends involved. Educational administration could develop as a discipline and a profession only after education became a large-scale, complicated, collective human activity.

In Pakistan, before independence, a centralized administrative organization with a very few people vested with the adequate authority to keep the educational system within the narrow path of restricted objectives and scope precisely suited the needs of the colonial government. As education becomes universally available to all citizens at public expense and as the system advances further in its post-independence reorientation towards serving the objectives of a developing nation, the full complexity and the varied dimensions of educational administration will be revealed. The educational process in Pakistan has already strayed from the rigid path of narrow scope and simple purposes laid down by the colonial rulers. The complex educational operations cannot continue to be controlled and guided by ex-teachers and civil servants not specially trained in the discipline of education and administration.

The writer also briefly describes the program of training in educational administration conducted presently at the Institute of Education and Research, Dacca.

2. BATALVI, Riaz. Ta'aleemi Ikhrajaat Kaise Kam Ho Sakte Hain (How to Reduce Educational Expenses) --- Mashriq (Karachi): December 23, 1967. (U).

This is the report of a survey conducted by the writer to find out ways and means for minimizing educational expenses for parents. Education cannot have mass impact in Pakistan if expenses remain as high as they are today. The writer interviewed parents, teachers, publishers, stationers and government authorities including the provincial minister of education.

The findings show that one-third of the parents' income is spent on education of their children. It is true the fees are not very high, but expenditure on books, school uniforms, transportation, etc. are more than a common man can bear.

THE WRITER PUTS FORWARD VARIOUS SUGGESTIONS FOR MINIMIZING THE COST OF EDUCATION. IT IS PROPOSED THAT INDUSTRIALISTS SHOULD PARTICIPATE IN FINANCING EDUCATION, THUS RELIEVING THE GOVERNMENT OF A PART OF ITS BURDEN ON THIS ACCOUNT. GOVERNMENT IS SPENDING A LOT OF MONEY ON EDUCATION AND IT IS EXPECTED THAT AT THIS RATE OF PROGRESS NINETY PER CENT OF OUR SCHOOL GOING CHILDREN WILL BE GETTING FREE EDUCATION BY THE YEAR 1975.

3. EDITORIAL. THINK AND PLAN BIG --- PAKISTAN OBSERVER (DACCA) 19 (264): DECEMBER 12, 1967.

AN EDITORIAL COMMENTING ON THAT YAWNING GAPS WHICH CONTINUE IN THE EDUCATIONAL REORGANIZATION AND RECONSTRUCTION. THE ORDER AND SYSTEM WITH IN CURRICULA, SYLLABI, ARE YET TO BE MORE POSITIVELY ACQUIRED. FACILITIES FOR SCIENCE STUDIES ARE STILL CONSPICUOUS BY THEIR ABSENCE IN THE COLLEGES OF EAST PAKISTAN. IN SPITE OF VARIOUS NEW SCHEMES AND PROGRAMS THE BIGGEST SHORTCOMING IN OUR EDUCATIONAL SYSTEM ESPECIALLY IN EAST PAKISTAN IS THAT THE OLD HUMANIST BIAS OF EDUCATION HAS NOT YET BEEN REPLACED BY THE SCIENTIFIC AND TECHNOLOGICAL BIAS AND THAT PROVISION FOR SCIENCE STUDIES IS STILL HIGHLY INADEQUATE. THERE SHOULD BE AT LEAST ONE WHOLLY EQUIPPED SCIENCE COLLEGE IN EVERY DISTRICT OF EAST PAKISTAN WITH AN ADMISSION CAPACITY OF A FEW THOUSAND STUDENTS. SUGGESTION HAS ALSO BEEN MADE FOR THE SEGREGATION OF THE ARTS AND SCIENCE SECTIONS EVEN AT THE COLLEGE LEVEL IN THE SAME WAY AS THEY ARE SEGREGATED AT THE UNIVERSITY LEVEL.

4. HABIBULLAH, MOHAMMAD. LAW AND TEACHER'S ROLE --- TEACHER'S WORLD (DACCA) 6(1): 33-37. 1967.

THE WRITER ATTEMPTS TO ANALYSE, IN BROAD OUTLINES, THE LEGAL ASPECTS OF EDUCATION AND THE ROLE OF EDUCATORS IN THE SECONDARY SCHOOLS OF PAKISTAN. AN EXAMINATION OF THE CONSTITUTIONAL PROVISIONS FOR EDUCATION INDICATES THAT EDUCATION IS NOT FULLY A PROVINCIAL SUBJECT; IT IS A CENTRAL SUBJECT TOO. WITH ITS ROLE IN NATIONAL PLANNING, POWER TO MAKE LAWS FOR "UNIFORMITY" AND WITH NO CHECK ON ITS POWER OF LEGISLATION THE CENTER HAS EFFECTIVE AUTHORITY IN MATTERS OF EDUCATION.

REGULATION OF SECONDARY EDUCATION IN EAST PAKISTAN IS IN THE HANDS OF SEVERAL AUTHORITIES SET UP BY BOTH THE CENTRAL AND PROVINCIAL GOVERNMENTS TO DEAL WITH DIFFERENT ASPECTS OF EDUCATION: CURRICULUM AND SYLLABI, TEXT-BOOKS, EXAMINATIONS AND RECOGNITIONS OF SCHOOL AND OVER ALL SUPERVISION. AS THE SITUATION EXISTS TEACHERS HAVE VERY LITTLE SAY IN FRAMING THE CURRICULUM OR IN INFLUENCING ANY OTHER MATTERS OF EDUCATIONAL POLICY. THE WRITER CONSIDERS THIS

STATE OF AFFAIRS AS FATAL FOR EDUCATIONAL GROWTH ON HEALTHY LINES, AND ADVOCATES THAT TEACHERS SHOULD HAVE A HAND IN POLICY MAKING AS WELL AS IN ITS IMPLEMENTATION.

5. KHAN, MOHAMMAD WASIULLAH. NAZMO NASQE MADRASA KE JADID TASAWAARAT (NEW IDEAS ON SCHOOL ORGANIZATION) --- SANVI TALEEM (LAHORE) 1(2): 81-104. SEPTEMBER, 1967. (U).

IN VIEW OF THE DEARTH OF TEACHERS AND THE GROWING NUMBER OF STUDENTS IT IS IMPERATIVE TO ADOPT NEW TECHNIQUES AND CONDUCT VARIED EXPERIMENTS IN ORDER TO ENSURE A BETTER STANDARD AND QUALITY OF EDUCATION. TEACHER TRAINING INSTITUTIONS AND THEIR DEMONSTRATION SCHOOLS SHOULD LEAD THE WAY FOR OTHERS.

THE WRITER REPORTS AND DISCUSSES A NUMBER OF THE LATEST INNOVATIONS IN THE SCHOOL ORGANIZATION CONDUCTED IN THE UNITED STATES AND EXAMINES THEIR FEASIBILITY FOR PAKISTANI SCHOOLS. THESE NEW TECHNIQUES KNOWN AS TRUMP PLAN CHALLANGE THE OLD TEACHER-PUPIL RATIO CONCEPT, ADVOCATE A FLEXIBLE TIME TABLE, FAVOR TEAM TEACHING, RECOMMEND MORE SUITABLE SCHOOL FACILITIES AND TEACHING AIDS, AND INSIST ON BETTER AND CONTINUOUS EVALUATION AND TESTING OF STUDENTS' ACADEMIC ACHIEVEMENT. THESE ORGANIZATIONAL INNOVATIONS HAVE BEEN FOUND FRUITFUL AND CAN BE EFFECTIVELY ADOPTED IN OTHER COUNTRIES.

6. NASIR, NASIRUDDIN. KHUD KAFEEL NIZAM-E-TA'ALEEM (SELFSUFFICIENT SYSTEM OF EDUCATION) --- URDU NAMA (KARACHI) 29TH ISSUE. OCTOBER, 1967. (U).

BEFORE TAKING UP THE MAIN THEME FOR DISCUSSION, THE WRITER BRIEFLY REVIEWS THE PRESENT STRUCTURE OF EDUCATION AGAINST ITS HISTORICAL BACKGROUND. THIS SET UP IS A LEGACY OF THE BRITISH RULE AND WAS DESIGNED TO PRODUCE OFFICE CLERKS TO RUN THE GOVERNMENT MACHINERY. THE SYSTEM ALSO IS A BIG DRAIN ON THE ECONOMIC RESOURCES OF THE PARENTS WHO WANT TO PROVIDE EDUCATION TO THEIR CHILDREN.

EDUCATION IS A MUST AND IN OUR LIMITED RESOURCES WE HAVE TO PROVIDE MAXIMUM EDUCATIONAL FACILITIES TO THE BULK OF THE POPULATION. IN VIEW OF THE SITUATION THE WRITER DISCUSSES THE NEED OF A SELF-SUPPORTING SYSTEM OF EDUCATION IN WHICH STUDENTS CAN EARN WHILE THEY LEARN. SUCH A SYSTEM CAN BE BROUGHT ABOUT THROUGH TRAINING OF THE PUPILS IN THE USEFUL AND PRACTICAL ARTS AND SIMULTANEOUSLY PROVIDING THEM WITH SCHOLASTIC EDUCATION. THE WRITER BRIEFLY OUTLINES SUCH A SELF-SUPPORTING SYSTEM AND DISCUSSES POSSIBLE CRITICISM WHICH PEOPLE MAY HAVE AGAINST THE SCHEME.

7. Satra-Varti Samassya (Students' Admission Problems) --- Purbadesh (Dacca) XII (21): 12. December 30, 1967. (B).

This is a discussion of the problems confronted by the parents to get their wards admitted to schools and colleges in East Pakistan. The case of the metropolitan city Dacca amply explains the situation. The population of Dacca increased from 1,00000 to 10,00000 during the years since the establishment of capital in Dacca. But the number of schools and colleges which ought to have been increased at least ten fold to cope with the proportionate population demand, not to speak of the proportionate higher demand of education due to education consciousness among people, did not increase. Five hundred primary schools are required to accommodate -- 2,00000 children of the Dacca city. But the Municipality on whom the responsibility of running primary schools lies, does not have even fifty schools. As a result there is over crowding of students during admission time. Some commercial minded people are, as a result, exploiting this situation by starting the so-called English medium kindergarten schools charging enormously high fee, etc. These institutions pay no heed to Government prescribed syllabi and curriculum and impart to the students something in the name of education quite foreign to our culture. The remedy, according to the writer, lies in such measures by the Education Department of the Government of East Pakistan, as providing land and buildings to the private entrepreneur to estadlish primary schools and to establish primary, junior, high and high schools in a planned manner under government sponsorship.

AGRICULTURAL EDUCATION

8. HASHMI, Z.A. Agricultural Education in Pakistan --- Perspective (Karachi) 1(6): 71-78. 1967.

To boost agriculture, Pakistan requires agricultural scientists, engineers, technicians, skilled workmen and trained farmers. The Education Report of 1960 has strongly emphasized technical education and steps have been taken to implement this recommendation. But the emphasis on training programs for urban and rural areas is still being neglected.

Agricultural education facilities are required at three different levels of skilled workers and farmers. The establishment of agricultural university, one in each wing, is the first major step that has been taken in this direction. But much more is required to come up to the level of advanced countries having the very best of facilities for all kinds of agricultural education. For intermediate

LEVEL WE HAVE NO PROVISION AT ALL FOR AGRICULTURAL EDUCATION. WHAT WE REQUIRE IS A NET WORK OF FUNCTIONAL INSTITUTES LIKE POLYTECHNIQUES. AT THE THIRD LEVEL THE MANPOWER IS WHOLELY UNTRAINED AND ILLITERATE. ARRANGEMENTS WILL HAVE TO BE MADE TO TRAIN THIS VAST AGRICULTURAL LABOR FORCE BY BRINGING ABOUT A RADICAL CHANGE IN OUR SYSTEM OF RURAL SCHOOLS AND INTRODUCING EVENING COURSES FOR THEM.

9. MOSTAN, NAZIMUDDIN. PAKISTANE KRISHOK TRAININGER BHOBESHHOT SHAMBHADNA (THE PROSPECTS OF AGRICULTURAL TRAINING IN PAKISTAN) --- 3(348). OCTOBER 30, 1967. (B).

THE WRITER EMPHASIZES AGRICULTURAL EDUCATION AND SUGGESTS THAT EVERY FARMER IN THE REGION SHOULD BE GIVEN BASIC INFORMATION FOR THE USE OF MODERN IMPLEMENTS. THE MAJORITY OF OUR FARMERS DO NOT EVEN KNOW HOW TO READ AND WRITE. AS TRAINING IS REQUISITE FOR THE USE OF MODERN IMPLEMENTS THE FARMERS NEED TO BE EDUCATED. THERE IS NO DOUBT THAT RESEARCH CENTERS HAVE BEEN ESTABLISHED IN BOTH WINGS OF THE COUNTRY TO FIND OUT HOW THE PRODUCTION CAN BE MULTIPLIED AND HOW THE AGRICULTURAL QUALITY CAN BE IMPROVED, BUT THE FARMERS IN OUR COUNTRY CAN BENEFIT FROM THE RESEARCHES ONLY IF THEY ARE ADEQUATELY EDUCATED. INSTANCES OF DEVELOPED COUNTRIES, PARTICULARLY OF CHINA, RUSSIA AND GERMANY, INDICATE THAT FARMERS ARE IN THESE COUNTRIES TRAINED AND FULLY CONVERSANT WITH THE USE OF MODERN IMPLEMENTS. IT IS HIGH TIME THAT THE FARMERS IN OUR COUNTRY TOO SHOULD BE EDUCATED ADEQUATELY AT A MASS SCALE. COMILLA ACADEMY IS DOING PIONEERING WORK IN RURAL EDUCATION, BUT THE NEED IS TO OPEN FARM SCHOOLS IN EVERY VILLAGE.

10. MYMENSINGH KRISHI BISVA BIDYALLAYA (AGRICULTURE UNIVERSITY OF MYMENSINGH) --- AZAD (DACCA): 13. DECEMBER 3, 1967. (B).

THE AGRICULTURE UNIVERSITY OF MYMENSINGH IS ACTIVE IN THE AGRICULTURAL RESEARCH IN EAST PAKISTAN. THE ARTICLE HIGHLIGHTS SOME OF THE EFFORTS SO FAR MADE BY THE HORTICULTURAL DEPARTMENT OF THE UNIVERSITY FOR ACHIEVING BETTER QUALITY AND QUANTITY OF YIELD OF THE FOLLOWING FRUITS AND VEGETABLES, VIZ., TOMATO, CAULIFLOWER AND CABBAGE, STARFRUIT OF THE CARRIBEAN ORIGIN, ARUM TYPE VEGETABLES AND ORANGES. THE TOMATO OF FLORIDA ORIGIN HAS BEEN EXPERIMENTED WITH THE RESULT OF QUALITY AND QUANTITY YIELD. THE SNOW-BALL SEEDS WERE TRIED FOR THE GROWTH OF CAULIFLOWER AND CABBAGE. IN SPITE OF ADVERSE CLIMATIC IMPACTS, THE RESULT PROVED SUCCESSFUL. THE STARFRUIT SEED IMPORTED FROM THE CARRIBEAN ISLAND HOLDS PROMISE AND IT IS EXPECTED THAT WITHIN SEVEN TO EIGHT YEARS, THE RESULT CAN BE TESTED. THE ARUM TYPE OF VEGETABLES WAS ALSO IMPORTED AND THEIR PER ACRE YIELD HAS BEEN INCREASED. FINALLY, EXPERIMENTS WERE CONDUCTED TO GROW SATAK (INDIA) TYPE ORANGES IN THE CLIMATIC AND SOIL CONDITION OF EAST PAKISTAN. BETTER RESULTS ARE EXPECTED IN THIS REGARD.

CHILDHOOD EDUCATION

11. SULTANA, Sahana. Shishu Manamara Haiya Kena (Why a Child Remains Dispirited) --- Begum (Dacca) 21(6): 12. December 24, 1967. (B).

A child is the symbol of life and spirit. If he is otherwise, there must be reasons to explain that. The writer outlines factors leading to dispiritedness in a child and suggests methods to check them. The causes are, viz. 1) Too much pressure by parents on the child not taking into consideration his age and ability, 2) Disparity in age of his playmates making him unable to cope with them, 3) Too much competition in the school, 4) A feeling of his being inferior, 5) Failure to adjust himself in family atmosphere, 6) Impediment in the gradual development of his spirit, 7) Lack of sleep or late rising from sleep, and 8) Excessive vigilance on him. The child should be treated like a friend. His mistakes should not be discussed in front of him and should be corrected with patience and not with irritation and anger. His good or bad points should not be compared with another child, rather he should be encouraged with sweet words. Praise for his good behavior will create in him self-confidence. The parents should always behave decently in the presence of the child. If the child is guided and treated intelligently, he will always be full of spirits.

12. SULTANA, Sahana. Shishu Prathama Yedin Schoole Yabe (The First Day When the Child Will Go to School) --- Begum (Dacca) 21(2): 12. Nov. 26, 1967. (B).

Every mother wants to see her child in school as early as possible, because this will relieve her of a part of her responsibilities. The writer warns that beginning school for children is by no means easy. The first day of the child's going to school poses a real problem. The child is to be exposed to an unfamiliar atmosphere with teachers and boys, he does not know. Here the mother has a great responsibility to make the first day easy, happy and memorable to the child by her tolerance, perservance and understanding of the child's problem. She should long before create in the child a sense of self dependance by taking the child to the school for a walk and by infusing in him an interest of the school. His attention should be drawn to games, songs, story telling, in the school. The child should be cited the examples of his own playmates, who also go to schools. It is, of course, advisable not to send a weak child to the school, as this may affect his health and brain. Clean but simple dress is best suited for a school going child. If there is school uniform, it is all the better. These means are necessary to create social adaptability in the child. The mother should also take steps to make the child take care of himself and his belongings, by encouraging him to do things such as checking his chool bag and arranging his

OWN BOOKS, PENCILS, ETC., HIMSELF.

CURRICULUM

13. AZIZ, MOHAMMAD ABDUL. BACHCHON KI BUNYADI ZRURIAT AUR NISAB (BASIC NEEDS OF CHILDREN AND CURRICULUM) --- TALEEMO TADREES (LAHORE) 1(1): 21-30. OCTOBER, 1967. (U).

THIS IS THE FIRST PART OF A SERIES OF ARTICLES TO BE PUBLISHED IN THE LATER ISSUES OF THE SAME JOURNAL. THE WRITER CRITICISES THE PRESENT PATTERN OF EDUCATION WHICH ATTACHES ALL THE IMPORTANCE TO HIGHER EDUCATION AND NEGLECTS THE SCHOOLING AT PRIMARY LEVEL. THE CULTURAL FILTRATION THEORY INTRODUCED BY THE BRITISH PRODUCED A SYSTEM OF EDUCATION WHICH LOOKS LIKE AN INVERTED PYRAMID. THE THEORY WAS BASED ON THE IDEA THAT CULTURE FILTERS DOWN FROM THE TOP ECHELONS OF THE SOCIETY TO THE LOWER STRATA AND, THEREFORE, ONLY HIGHER EDUCATION CAN BE OF FUNDAMENTAL IMPORTANCE. THE CONSEQUENCES OF SUCH AN EDUCATIONAL POLICY WERE THAT EDUCATION REMAINED RESTRICTED TO A CLASS AND COULD NOT SPREAD TO THE MASSES, AND THE EDUCATIONAL SYSTEM FAILED TO DEVELOP AS A COHERENT WHOLE. EVEN AFTER THE INDEPENDENCE THE EDUCATIONAL IMBALANCE LINGERS ON AND THE RECOMMENDATIONS OF THE NATIONAL COMMISSION ON EDUCATION BETRAY THE SAME OLD VIEW OF EDUCATION. THE WRITER STRESSES THE NEED FOR A CORRECTION OF THE SITUATION. IN EVERY SYSTEM OF EDUCATION PRIMARY EDUCATION SHOULD BE OF FUNDAMENTAL IMPORTANCE AS IT SERVES AS THE BASE OF THE EDUCATIONAL SYSTEM.

14. SCHOOLER PATTHASUCHI (SCHOOL SYLLABUS) --- DAILY PAIGHAM (DACCA): NOVEMBER 26, 1967. (B).

THIS IS AN EDITORIAL COMMENT CRITICISING THE FREQUENT CHANGES IN SCHOOL SYLLABI AND THE UNBEARABLE BURDEN OF TOO MANY BOOKS ON STUDENTS. THE UNREALISTICALLY HEAVY CURRICULUM LEADS TO POOR RESULTS IN EXAMINATIONS. BECAUSE OF THE LARGE NUMBER OF BOOKS PRESCRIBED STUDENTS ARE PREOCCUPIED MOST OF THE TIME WITH THE EXAMINATIONS AND MOST OF THEM GET NO TIME TO TAKE INTEREST AND HAVE CONCENTRATION ON ONE OR FEW SUBJECTS. THE TEACHERS ALSO TIME AND TIME AGAIN COMPLAIN AGAINST HEAVY SYLLABUS PRESCRIBED FOR THE STUDENTS. THESE EDITORIAL VIEWS ARE BASED ON THOSE NUMEROUS LETTERS WHICH ARE RECEIVED BOTH FROM THE TEACHERS AND THE STUDENTS. THEY COMPLAIN THAT THE PRESENT HEAVY CURRICULUM IS PROVING A STUMBLING BLOCK IN THE WAY OF STUDENTS' ACADEMIC PROGRESS. IT IS HIGHLY NECESSARY AND DESIRABLE THAT THE NEW SYLLABI ARE FORMULATED KEEPING IN VIEW THE NEEDS OF THE MODERN AGE AND ALSO THE CAPABILITIES OF THE STUDENTS.

DEVELOPMENT OF EDUCATION

15. Aamader Shikkha Samasya (Our Educational Problems) --- Purbadesh (Dacca) XI (50,51,52) and XII (1): 4 and 2. July and August, 1967. (B).

In the article, the writer makes an analytical attempt to evaluate the progress made by the government during the 2nd and 3rd plan periods for educational development from the primary to the university level and discusses the backwardness of East Pakistan in the field of education in comparison with West Pakistan quoting facts and figures. The article appeared in five parts succeedingly for five weeks. The first three parts highlight the problems and flaws in the primary education of the country touching on problems like, inadequacy of schools and teachers in proportion to students, lack of trained teachers, unhappy service conditions of teachers, absence of educational equipments, playing and library facilities in schools, problems with text-books, curriculums, etc. The 4th and 5th parts deal with the problems relating to secondary and higher education and also with primary education in the cities. The writer deplores the disparity in the provision of education between the rich and the poor, between people of the cities and villages and between East and West Pakistan in spite of the recommendation of the Commission for National Education for an unified system of education for the whole country. Finally, the writer criticises the single text-book system as prescribed by the government. Such a system deprives the teacher of selection of books and also is inhibitive to the thinking faculty of the students. These problems account for the low standard of education causing failure of 50% students and thus making irrepairable wastage of national human resources.

16. Central Bureau of Education. Report on the Progress of Education in Pakistan 1966-67 --- Central Bureau of Education (Karachi): 18 p. 1967.

This is an annual report regarding the progress of education in Pakistan during 1966-67, presented to the 30th International Conference on Public Education held at Geneva.

The introduction describes briefly the educational set-up of Pakistan, followed by a chapter on administration dealing with the administrative measures, finances and school buildings. The next chapter deals with the quantitative development of education during the previous years, the details of which are given at the end. The structure of education is discussed next and progress in each branch is shown separately. The following chapters deal with curricula, syllabi, methods of teaching and teaching staff. At the end are discussed the auxiliary services like physical education, education

MEDIA, AUDIO VISUAL EDUCATION, ADULT EDUCATION, STUDENT WELFARE, ARCHAEOLOGY AND MUSEUMS, ARCHIVES AND LIBRARIES, EDUCATIONAL INFORMATION SERVICE AND CULTURAL ACTIVITIES.

17. Central Bureau of Education. Second Five-Year Plan Developments Project and Their Evaluation --- Central Bureau of Education (Karachi): 56 p. 1967.

This is an evaluation report of the central government's educational program under the Second Five-Year Plan which came to a close in June 1965. After transferring various educational schemes to provinces, the central ministry was left with a plan allocation of Rs.4.4 crore. Scheme-wise allocation of this money is given in the annexure to the report.

In all there are thirty three schemes of educational import which the center took up for implementation in the plan period. The report briefly outlines the targets in each scheme and progress made under it. The physical targets proposed in the plan in most cases have been achieved or exceeded. Statistics are given in tabular form along with photographs of various activities under different schemes.

18. CHOWDHURY, S.D. Education and Development --- The Concept of Pakistan (Dacca) 4(5): 17-22. 1967.

A balanced and well-planned program for the development of education is a pre-requisit for all-round development of a country. A nation's educational objectives should be clearly defined and then schemes should be chalked out for their attaining in accordance with the particular requirements of the country. In a developing country like Pakistan there should be a definite and deliberate emphasis on scince and technology. Our science education needs complete re-organization. The tendency to sacrifice quality for quantity, especially in science and technology, signifies a short-sighted approach which may prove harmful in the end.

Moral education should form an integral part of our educational schemes beginning at the earliest stage of education. The writer also emphasizes the need for recruiting qualified teachers and their appropriate use. Our concept of the teaching methods and the contents of syllabi are out of date and research in teaching practices and the improvement of curricula are a basic need of the time. In the end the writer discusses the great need for research in education at post-graduate level.

19. ENGLISH, ROBERT. EDUCATION AND MANPOWER DEVELOPMENT IN EAST PAKISTAN IN THIRD PLAN --- TEACHER'S WORLD (DACCA) 6(1): 3-32. 1967.

THIS IS A DESCRIPTIVE ANALYSIS OF THE PROVISIONS IN THE THIRD PLAN FOR MANPOWER DEVELOPMENT THROUGH EDUCATION IN EAST PAKISTAN. THE PLANNING COMMISSION SETS THE BROAD TARGETS AND POLICIES ACCORDING TO NATIONAL NEEDS AND THE GOVERNMENT OF EAST PAKISTAN (GOEP) IS RESPONSIBLE FOR THE DETAILS OF ITS OWN EDUCATION SYSTEM. THE WRITER FIRST DESCRIBES THE GOEP DEPARTMENT OF EDUCATION AND THE GENERAL ORGANIZATION AND METHODS OF ADMINISTRATION AND PLANNING FOR THE EDUCATION SECTOR. LATER, THE PROVISIONS OF THE PERSPECTIVE DEVELOPMENT PLAN AT DIFFERENT LEVELS OF EDUCATION HAVE BEEN DESCRIBED AND EVALUATED. AT THE PRIMARY LEVEL THE ANALYSIS DEMONSTRATES THAT IT WILL NOT BE POSSIBLE TO ATTAIN PERSPECTIVE PLAN GOALS FOR 1970 AND 1975 UNDER THE PRESENT CONDITIONS OF DEMOGRAPHY, ENROLLMENT, ATTRITION, TEACHING AND FINANCE. THE PLANNERS HAVE INTENDED TO EMPHASIZE SECONDARY EDUCATION BUT THE SUCCESS OF THIS PROGRAM WILL DEPEND ON THE PROVISION OF ENOUGH WELL-TRAINED TEACHERS, ESPECIALLY IN TECHNICAL AND SCIENCE SUBJECTS. THE STRESS AT THE COLLEGE AND HIGHER EDUCATION LEVEL IS MORE ON CONSOLIDATION AND DIVERSIFICATION THAN ON PHYSICAL AND QUANTITIATIVE EXPANSION. THE THIRD PLAN APPROACH TO TEACHER TRAINING AND OTHER PROGRAMS AND PROPOSALS WITH PERTINENCE TO EDUCATION HAVE BEEN DISCUSSED. IN THE END THE WRITER DISCUSSES THE OVER ALL PICTURE OF EDUCATIONAL PRIORITIES OBTAINING FROM THE PATTERN OF ALLOCATION AND REALLOCATION OF THIRD PLAN DEVELOPMENT FUNDS. THE PAPER IS WELL DOCUMENTED AND WHEREVER PERTINENT DATA HAVE BEEN PRESENTED IN TABULAR FORM.

20. GHANI, DR. MOHAMMAD USMAN, VICE-CHANCELLOR, DACCA UNIVERSITY: SPEECH ON THE OCCASION OF A SEMINAR HELD AT DACCA ON 21ST NOVEMBER, 1967, PERTAINING TO PROBLEMS FACING BOOKS IN PAKISTAN --- DAINIK PAKISTAN (DACCA) 4(30): DECEMBER 6, 1967. (B).

IN THE SPEECH THE VICE-CHANCELLOR REVIEWED THE PROGRESS MADE IN THE FIELD OF EDUCATION IN THE PROVINCE DURING THE LAST TWO DECADES AND TOOK STOCK OF THE DRAWBACKS THE REGION HAD TO FACE AT THE TIME OF INDEPENDENCE. THE GOVERNMENT HAS PROVIDED AMPLE FACILITIES FOR HIGHER TRAINING OF AS MANY STUDENTS AS POSSIBLE IN VARIOUS FIELDS AND IS SPENDING CONSIDERABLE MONEY FOR EDUCATIONAL PURPOSES. PARTICULARLY MORE AND MORE PEOPLE ARE BEING TRAINED IN SCIENTIFIC AND TECHNOLOGICAL FIELDS. QUOTING THE LITERACY FIGURES IN THE COUNTRY, THE VICE-CHANCELLOR STATED THAT THE LOW PERCENTAGE OF LITERACY IS HIGHLY DISCOURAGING. PAKISTAN WILL HAVE TO MAKE SERIOUS EFFORTS TO INCREASE THIS PERCENTAGE AND TO GAIN THIS OBJECTIVE COMPREHENSIVE TRAINING OF TEACHERS AND PUBLISHING OF BOOKS ON WIDER SCALE IS IMPERATIVE. THE VICE-CHANCELLOR ALSO DREW ATTENTION TOWARDS

THE PAUCITY OF READING MATERIALS. THIS PROBLEM NEEDS TO BE TACKLED SERIOUSLY AND UNITEDLY AND WITH DETERMINATION. HE POINTED OUT THE IMPORTANCE OF OPENING UP OF MORE AND MORE LIBRARIES IN THE COUNTRY IN ORDER TO ENGENDER INTEREST IN READING GOOD BOOKS.

21. HOSSAIN, S.M. AMJAD. (EDUCATION MINISTER, GOVERNMENT OF EAST PAKISTAN) PURBO PAKISTANER SHIKKHA BAIBOSTHA (THE TEACHING ARRANGEMENTS IN EAST PAKISTAN) --- DAINIK PAKISTAN (DACCA) 4(8): NOVEMBER 13, 1967. (B).

THE DEVELOPMENT WHICH HAS TAKEN PLACE IN THE FIELD OF EDUCATION IN EAST PAKISTAN DURING THE LAST ONE DECADE HAS BEEN SURVEYED. SINCE THE INCEPTION OF PAKISTAN IN 1947 TILL 1957, 340 MILLION RUPEES WERE SPENT ON EDUCATION WHILE DURING FINANCIAL YEAR OF 1957-58 ONLY 350 MILLION RUPEES HAVE BEEN SPENT. THE GOVERNMENT HAS TAKEN PARTICULAR INTEREST IN PRIMARY EDUCATION. DURING SECOND FIVE YEAR PLAN, SEVEN CRORE AND THIRTY FIVE LAKH OF RUPEES HAVE BEEN SPENT ON PRIMARY EDUCATION ALONE WHILE ARRANGEMENTS HAVE BEEN MADE TO SPEND TWENTY FIVE CRORE OF RUPEES DURING CURRENT PLAN PERIOD. THE PROGRESS MADE IN SECONDARY AND HIGHER EDUCATION HAS BEEN DESCRIBED AS SPECTACULAR. MOST IMPORTANT ASPECT OF THE PROGRESS WHICH ONE CAN VISUALISE IS THAT THE GOVERNMENT HAS BEEN LAYING MUCH EMPHASIS ON SCIENTIFIC AND TECHNOLOGICAL EDUCATION. THERE ARE TWO THOUSAND AND FIVE HUNDRED SECONDARY SCHOOLS IN EAST PAKISTAN AND IN EACH SCHOOL THE ARRANGEMENT HAS BEEN MADE FOR SCIENCE TEACHING. BOTH IN SECONDARY AND HIGHER EDUCATION, THE NUMBER OF STUDENTS IS MULTIPLYING EVERY YEAR. THE GOVERNMENT HAS ALSO FULLY REALIZED THE IMPORTANCE OF TECHNICAL EDUCATION AND FOR THAT MATTER THE ENGINEERING COLLEGE IS FUNCTIONING IN RAJSHAHI AND TWO MORE COLLEGES - ONE IN KHULNA AND THE OTHER IN CHITTAGONG ARE BEING ESTABLISHED.

22. KHAN, MOHAMMAD HIDAYATUL ISLAM. AAMADER SHIKKHA SHOMASSYA (THE PROBLEM OF OUR TEACHING) --- DAINIK PAKISTAN (DACCA) 4(42): DECEMBER 18, 1967. (B).

THE WRITER COMMENTS ON THE SLOW PACE OF EDUCATIONAL DEVELOPMENT IN THE COUNTRY IN GENERAL, AND IN EAST PAKISTAN IN PARTICULAR, AND POINTS OUT TO THE REASONS RESPONSIBLE FOR THIS STATE OF AFFAIRS. GRAPHIC REPRESENTATION OF LITERACY PERCENTAGE IN EVERY CITY AND TOWN OF THE COUNTRY HAS BEEN PRESENTED. THE LOW LITERACY PERCENTAGE IS INDICATIVE THAT VIGOROUS AND EARNEST EFFORTS ARE STILL WANTING IN THE SPHERE OF EDUCATION. PAKISTAN'S DEVELOPMENT IN EDUCATION CAN HARDLY COMPARE WITH THE DEVELOPMENT IN OTHER FIELDS OF NATIONAL LIFE. THE PERCENTAGE OF HIGHER EDUCATION BETWEEN EAST AND WEST PAKISTAN HAS BEEN COMPARED. IT IS OBSERVED THAT IN EAST PAKISTAN IN COMPARISON TO WEST PAKISTAN THE DROP OUT RATE IS HIGHER AND A GREATER NUMBER OF STUDENTS FIND

THEMSELVES COMPELLED TO GIVE UP STUDIES AFTER PRIMARY STAGE. THE WRITER CRITICIZES MALPRACTICES PREVALENT IN EDUCATION. MAJORITY OF STUDENTS PASS THEIR EXAMINATIONS ONLY BY MEMORIZING BOOKS. THEY DO NOT APPEAR TO BE SERIOUS AT ALL AND JUST WANT TO PASS THEIR EXAMINATIONS EVEN BY UNFAIR MEANS. MOST OF THE STUDENTS GOING TO SCHOOLS AND COLLEGES CAN AT THE END OF THEIR SCHOOLING BE ABSORBED ONLY AS CLERKS. THE WHOLE SYSTEM OF EDUCATION IS GEARED TO PRODUCING OFFICE CLERKS RATHER THAN MEN OF SKILL, KNOWLEDGE AND WISDOM. THE WRITER PROPOSES THE MEDIUM OF INSTRUCTION BE CHANGED FROM ENGLISH TO MOTHER TONGUE. SUGGESTION HAS ALSO BEEN MADE THAT THE CLASS ROOM MUST NOT BE FLOODED BY TOO MANY STUDENTS. THE SMALLER THE NUMBER, THE BETTER THE TEACHING WOULD BE.

23. RAHMAN, MOHAMMAD MAHFUZUR. SHIKKHA O ORTHONOITIK UNNOYAON (THE EDUCATIONAL AND ECONOMIC DEVELOPMENT) --- DAINIK PAKISTAN (DACCA) 4(34): DECEMBER 10, 1967. (B).

THE ARTICLE THROWS LIGHT ON THE IMPORTANCE OF ACQUIRING EDUCATION AND THE VITAL ROLE THAT IT PLAYS IN THE OVERALL DEVELOPMENT OF THE COUNTRY. THE WRITER IS OF THE OPINION THAT IN A COUNTRY WHERE THE PERCENTAGE OF LITERACY IS HIGHER, THE RATE OF GROWTH IN DIFFERENT FIELDS OF ECONOMIC LIFE ALSO HAS A FASTER PACE. EDUCATION AND ECONOMIC GROWTH OF A COUNTRY ARE CO-RELATED. THE WRITER QUOTES A NUMBER OF INSTANCES OF THE DEVELOPED COUNTRIES OF THE WORLD WHERE EDUCATION HAS PLAYED A SIGNIFICANT PART IN ITS ECONOMY. A REVIEW OF THE DEVELOPED ECONOMIES OF THE EUROPEAN COUNTRIES, UNITED STATES AND JAPAN, CLEARLY INDICATES THAT EDUCATION IS TRULY THE KEYSTONE TO VIABLE ECONOMY. IT IS IMPERATIVE IN OUR COUNTRY THAT THE GOVERNMENT AND THE PEOPLE ALIKE MAKE CONCERTED AND SERIOUS EFFORTS FOR MASS EDUCATION. ONLY THROUGH WIDE-SPREAD EDUCATION CAN THE COUNTRY EFFECTIVELY COPE WITH THE FORMIDABLE DEVELOPMENT PROBLEMS IT IS FACING IN DIFFERENT FIELDS.

DISCIPLINE PROBLEMS

24. BANU, SHIRIN. SHISHURA APARADHA PRABANATA: KARAN-O-PRATIKER (DELINQUENCY IN CHILDREN: REASON AND REMEDY) --- BEGUM (DACCA) 20(50): 12. NOVEMBER 12, 1967. (B).

FAULTY FAMILY BACKGROUND IS RESPONSIBLE FOR DELINQUENCY IN CHILDREN. THE CAUSES IN THIS RESPECT, AS HIGHLIGHTED BY THE WRITER, ARE -- BEREAVEMENT BY THE CHILD OF EITHER FATHER OR MOTHER, MALADJUSTMENT BETWEEN PARENTS, ILLITERATE AND UNEDUCATED PARENTS AND PARENTS WHO ARE SENTIMENTAL, SICK MORALLY, PHYSICALLY AND MENTALLY BECAUSE OF DRUNKENNESS,ETC. THE CHILD'S EDUCATION STARTS IN HIS FAMILY, BUT FAULTY FAMILY ATMOSPHERE, WHICH IS HARD, RUDE AND DISCOURAGING, CANNOT CHANNELISE PROPERLY THE DEVELOPMENTS OF HIS LATENT FACULTIES

AND PERSONALITY. THIS BRINGS IN ITS WAKE HIS MENTAL MALADJUSTMENT AND MISGUIDES HIS DEVELOPING SELF TO MEET HIS INCREASING SELF-INTEREST. THE RESPONSIBILITY OF GUIDING HIS SPIRITS AND INTERESTS LIES WITH HIS PARENTS WHO SHOULD ALWAYS BEHAVE WITH HIM WITH DUE AFFECTION MAINTAINING STRICT EQUILIBRIUM, SO THAT HE CANNOT FIND ANY REASON FOR REVOLT. EXCESSIVE PRESSURE AND SUPPRESSION MAKE HIM ADVERSE TO AFFECTION AND REACTIONARY. ADMONITION WITH AFFECTION, PROPER DIRECTION AND KIND BEHAVIOR ARE KEY TO BUILD A CHILD'S CHARACHER.

25. HAQ, A.F.M. ABDUL. RETIRED DPI, EAST PAKISTAN: CRISIS IN EDUCATION --- PAKISTAN OBSERVER (DACCA) 19(263). DECEMBER 6, 1967.

STUDENTS TODAY ARE BUSY WITH ANYTHING BUT EDUCATION, ACQUISITION OF KNOWLEDGE, PURSUIT OF STUDIES, DEVELOPMENT OF THE BODY, DISCIPLINING OF MIND, LEARNING PROPER MANNERS AND COURTEOUS CONDUCT EXPECTED OF A GENTLEMAN AND IMBIBING A SENSE OF VALUES APPROVED BY ETHICS AND RELIGION. WITH THE EXCEPTION OF A FEW SERIOUS STUDENTS WHO ALLOW THEMSELVES TO BE COWED DOWN AND ECLIPSED BY THEIR DOMINEERING COMPATRIOTS, THEY ARE WASTING THEIR TIME AND ENERGY AND THE HARD SPARED MONEY OF THEIR PARENTS IN PURSUIT WHICH WOULD NOT ONLY RUIN BUT IN THE LONG RUN BRING ABOUT A NATIONAL DISASTER. REFERRING TO THE GROWING TREND OF LEADERSHIP AMONG STUDENTS AND ITS DISASTROUS CONSEQUENCES IN FUTURE, THE WRITER SUGGESTS THE FOLLOWING MEASURES TO BE ADOPTED: 1) ALL STUDENTS' ORGANIZATIONS SHOULD BE BANNED AND DECLARED ILLEGAL FOR THE NEXT TEN YEARS IN THE SAME WAY AS ALL POLITICAL PARTIES WERE ONCE BANNED IN PAKISTAN. 2) THE SERIOUS AND GENUINE STUDENTS MUST BE PROTECTED FROM THE BULLYING AND DOMINATION OF ROWDY "PROFESSIONAL" STUDENTS. 3) SANCTITY OF EXAMINATION SHOULD BE RESTORED. 4) ANY TEACHER UNDERMINING THE DISCIPLINE OF ANY INSTITUTION OR FAILING TO ENFORCE PROPER DISCIPLINE SHOULD BE REMOVED. 5) NO STUDENTS SHOULD BE ALLOWED TO JOIN ANY ORGANIZATION OUTSIDE HIS OWN INSTITUTION OR TAKE PART IN ANY DRAMATIC, MUSICAL OR VARIETY PERFORMANCE OUTSIDE.

26. MOMEN, M.M.A. THE PROBLEM OF COLLEGE EDUCATION TODAY --- PAKISTAN OBSERVER (DACCA): 19(214). OCTOBER 15, 1967.

THE WRITER DISCUSSES THE PROBLEM OF STUDENT-TEACHER RELATIONSHIPS IN THE COUNTRY. THERE IS DISTRUST AND UNHEALTHY QUARRELS BETWEEN STUDENTS AND TEACHERS AND RESPECT OF TEACHER IS RAPIDLY DISAPPEARING. AN ATMOSPHERE NOT AT ALL CONDUCIVE TO HIGHER EDUCATION PREVAILS IN THE COLLEGES. IT IS IMPERATIVE THAT STUDENTS BE MORE DISCIPLINED AND SERIOUS IN THEIR STUDIES. THE RATIO OF TEACHERS AND STUDENTS IS ABNORMAL IN OUR COLLEGES. THE TEACHER HARDLY GETS TIME OR OPPORTUNITY TO HAVE PERSONAL CONTACTS WITH STUDENTS. COOPERATION BETWEEN THE

TEACHERS AND THE GUARDIANS IS NON-EXISTENT. DUTIES OF THE PRINCIPAL OF A COLLEGE HAVE ALSO BEEN DESCRIBED. SUCCESSFUL ADMINISTRATION DEPENDS ON THE PRINCIPAL'S OWN INTELLIGENCE AND TACT. AS HEAD OF THE INSTITUTION HE SHOULD POSSESS A NUMBER OF QUALITIES: 1) HE MUST BE A GOOD TEACHER WITH A BRILLIANT ACADEMIC CAREER AND MUST COME IN DIRECT TOUCH WITH THE STUDENTS IN CLASSES; 2) HE SHOULD BE FAIR TO ALL THE STAFF AND STUDENTS; 3) HE MUST BE NEUTRAL IF THERE IS ANY STAFF CLIQUE.

EDUCATION GOALS

27. AHMAD, MANZOOR. INTEGRATION AND INDOCTRINATION --- JAMIA EDUCATIONAL QUARTERLY (KARACHI) 8(3): 34-40. 1967.

THE PATH OF NATIONAL INTEGRATION AS WELL AS OTHER IMPORTANT NATIONAL GOALS IS NOT INDOCTRINATION, BUT A SYSTEM OF EDUCATION THAT ENHANCES EQUALITY OF OPPORTUNITIES AND THE MAXIMUM DEVELOPMENT OF ALL THE LATENT POTENTIALITIES.

THE TENDENCY TOWARDS THE INCREASING CENTRALIZATION OF THE CONTROL OF EDUCATION IN THE NAME OF NATIONAL INTEGRATION IS BASED ON THE FAULTY ASSUMPTION THAT THE MORE OF OUR NATIONAL AFFAIRS WE ALLOCATE TO THE CENTER, THE DEEPER AND THE STRONGER WILL BE THE UNITY OF THE COUNTRY. IT IS FORGOTTEN THAT THE UNITY OF THE NATION IS NOT IN THE CUSTODY OF THE CENTRAL GOVERNMENT, BUT IT LIES WITH PEOPLE. THE SAME ARGUMENT CAN BE APPLIED WITH EVEN MORE FORCE OF LOGIC TO THE POLICY OF UNIFORM CURRICULA AND SINGLE TEXT-BOOKS FOR THE WHOLE COUNTRY. FROM THE POINT OF VIEW OF EDUCATIONAL PRINCIPLES IT IS NOT DEFENSIBLE BECAUSE IT VIOLATES THE IDEAL OF INDIVIDUALIZING INSTRUCTION. FURTHER, SUCH PRACTICE CAN ONLY SERVE TO STULTIFY THE PROCESS OF FREEDOM OF ENQUIRY AND THOUGHT.

28. AHMAD, SALEH. IMPACT OF EDUCATION ON NATIONAL INTEGRAION IN PAKISTAN --- JAMIA EDUCATIONAL QUARTERLY (KARACHI) 8(4): 52-56. 1967.

DURING THE TWENTY YEARS OF OUR INDEPENDENCE ONE THING HAS BECOME CLEAR THAT THE SYSTEM OF OUR EDUCATION HAS NOT BEEN FRUITFUL, AT LEAST, IN MATTERS OF NATIONAL INTEGRATION. OUR EDUCATIONAL SYSTEM WAS A CONTINUATION OF THE BRITISH FORMULATED PLAN WHICH WAS DIRECTED TO SUIT THEIR POLITICAL PURPOSE. THE FIRST NATIONAL EDUCATION COMMISSION REPORT AS WELL AS THE FORCEFUL IMPLEMENTATION OF ITS RECOMMENDATIONS ON NATIONAL LEVEL PROVED A FAILURE. THE HAMOODUR RAHMAN COMMISSION REPORT HAS ALSO NOT BEEN WELCOMED BY ALL PARTICULARLY THE STUDENTS OF EAST PAKISTAN. THE FAILURE OF THE BRITISH

SYSTEM OF EDUCATION AND THE REFORMS WHICH HAVE BEEN INTRODUCED SINCE INDEPENDENCE ONLY GOES TO PROVE THAT THE BORROWED IDEAS ARE NOT LIKELY TO HELP US MUCH. IT IS TIME WE UNDERSTOOD THE REAL NATURE OF OUR EDUCATIONAL PROBLEM AND SOLVED IT NOT AS A STRANGER BUT AS SOMEONE WHO IS INVOLVED IN IT. IN A FREE SOCIETY EDUCATION SHOULD OCCUPY A KEY POSITION. THE SPIRIT OF TOLERANCE AND BASIC STUDY OF THE MEANING OF PROGRESS ARE THE TWO ESSENTIAL PREREQUISITES WHICH A SYSTEM OF EDUCATION SHOULD INCORPORATE FOR THE TASK OF NATION-BUILDING. THE WRITER LISTS AND DISCUSSES A NUMBER OF EDUCATIONAL MEASURES WHICH MAY CONTRIBUTE TO THE PROMOTION OF NATIONAL UNITY.

29. AKHTAR, SHAMIM. EDUCATION AND INDOCTRINATION --- JAMIA EDUCATIONAL QUARTERLY (KARACHI) 8(3): 41-47. 1967.

EDUCATION, IN ITS BROADER MEANING REFERS TO THE ENVIRONMENTAL AND COMMUNITY INFLUENCES ASSIMILATED BY THE HUMAN MIND. THIS SHOULD BE DISTINGUISHED FROM INDOCTRINATION WHICH INVOLVES THE TEACHING OF A CERTAIN DOCTRINE OR BELIEF THROUGH EDUCATION AND PROPAGANDA IN ORDER TO PRODUCE THE DESIRED RESULT. IF WE BELIEVE IN THE DIGNITY AND THE INTEGRITY OF THE INDIVIDUAL THEN INDOCTRINATION IS A VIOLATION BOTH OF INDIVIDUAL DIGNITY AND THE INTEGRITY OF HUMAN PERSONALITY. NEITHER FOR THE SAKE OF ECONOMIC PROGRESS AND EFFICIENCY NOR FOR THE HIGHEST POLITICAL IDEALS CAN THE DEHUMANIZATION OF THE MAN BE REGARDED AS PERMISSIBLE.

UNIVERSITIES SHOULD BE THE MARKET PLACE OF IDEAS WHERE NO IDEA SHOULD BE DECLARED AS CONTRABAND. LET IDEAS CLASH WITH IDEAS. AN OPEN SOCIETY OFFERS AN OPPORTUNITY TO ITS INDIVIDUALS AND INSTITUTIONS TO EXERCIESE FREEDOM OF CHOICE AND HEAR THE PROS AND CONS OF A PROBLEM BEFORE ARRIVING AT ANY JUDGEMENT.

30. GAUHAR, ALTAF. INAUGURAL ADDRESS (AT THE SEMINAR: EDUCATION AND NATIONAL INTEGRATION) --- JAMIA EDUCATIONAL QUARTERLY (KARACHI) 8(3): 7-12. 1967.

EDUCATION SHOULD SERVE AS A VEHICLE FOR CULTURAL TRANSMISSION AND THE MAINTENANCE OF NATIONAL CONSENSUS. IN PAKISTAN THE SYSTEM OF EDUCATION WE HAVE DEVELOPED DURING THE LAST TWENTY YEARS HAS PROVED INADEQUATE AND INEFFECTIVE IN THIS REGARD. IT HAS FAILED TO TRANSMIT EFFECTIVELY OUR CULTURAL VALUES, HERITAGE AND TRADITIONS. THE REASONS FOR THIS FAILURE CAN BE SEEN IN THE TWO PROBLEMS WHICH STILL PERSIST WITHIN PAKISTANI SOCIETY AND EDUCATIONAL SYSTEM. ONE IS THE FUNDAMENTAL CONFLICT IN WHICH OUR EDUCATED CLASSES ARE ENGAGED. IT REPRESENTS THE CONFLICT BETWEEN THE RELIGIOUS SCHOOL PRODUCTS AND THE UNIVERSITY PRODUCTS WITH HARDLY ANY COMMUNICATION BETWEEN THE

TWO GROUPS. UNLESS THIS CONFLICT IS RESOLVED THE MATTER OF ESTABLISHING AND DEFINING OUR IDENTITY AS A NATION WILL REMAIN HELD IN ABEYANCE. THE OTHER PROBLEM IS THE ABSENCE OF ANY EFFORT TO PRODUCE TEXT-BOOKS OF THE REQUIRED STANDARD WHICH COULD BE TAUGHT IN DIFFERENT LANGUAGES THROUGHCUT THE COUNTRY SO THAT AT LEAST THE BASIC IDEAS ON WHICH WE MIGHT BE ABLE TO AGREE UPON, THE BASIC PRINCIPLES OF OUR FAITH AND THE KNOWLEDGE OF OUR GOALS IS PROVIDED TO YOUNGER GENERATION.

31. HUSAIN, MAHMUD. EDUCATION: THE TOOL OF NATIONAL INTEGRATION --- JAMIA EDUCATIONAL QUARTERLY (KARACHI) 8(3): 1-6. 1967.

THE NEED OF INTEGRATION IN OUR NATIONAL AND SOCIAL LIFE IS OBVIOUS. IT IS TO BE REMEMEBERED THAT ISLAM FROM WHICH WE DERIVE OUR COMMON IDEALS AND VALUES DOES NOT REJECT NATIONALISM BUT ONLY WHAT ACCOMPANIES IT -- SENSE OF NATIONAL SUPERIORTITY, CHAUVINISM AND HATRED OF OTHER PEOPLES. EDUCATION SHOULD BE EMPLOYED TO REALIZE IN OUR NATIONAL LIFE THE POSITIVE AND HEALTHY ASPECTS OF NATIONALISM. THE WRITER SUGGESTS A NUMBER OF MEASURES AND STEPS THROUGH WHICH EDUCATION CAN SERVE TO PROMOTE HEALTHY NATIONAL FEELING.

THE FIRST PREREQUISITE IS TO EVOLVE A COMMON PATTERN OF SCHOOLS IN THE COUNTRY. THE PRESENCE OF SEVERAL SYSTEMS OF EDUCATION CONSTITUTES A HINDERANCE IN THE EVOLUTION OF COMMON IDEALS AND IN THE INCULCATION OF COMMON VALUES. OPPORTUNITIES TO STUDENTS THROUGH EDUCATION TO PARTICIPATE IN COMMUNITY LIFE CAN ALSO PROMOTE SOCIAL COHESION. THE PRESENT SYLLABI ALSO NEED REVISION IN SEVERAL RESPECTS. NATIONAL LANGUAGES SHOULD BE GIVEN THEIR RIGHTFUL PLACE IN THE EDUCATIONAL SYSTEM. HISTORY AS A SUBJECT CAN PLAY A VITAL ROLE IN PROMOTING NATIONAL CONSCIOUSNESS.

32. MUNSURUDDIN. AMADERA SHIKKHA: BANIYADI BHABANA (OUR EDUCATION: BASIC THOUGHT) --- AZAD (DACCA): 15 AND 18. DECEMBER 10, 1967. (B).

THE END OF EDUCATION LIES IN THE BALANCED DEVELOPMENT OF PERSON PHYSICALLY, MENTALLY AND MORALLY. ACCORDING TO THE WRITER, EDUCATION IS COMMUNICATION OF PERSONALITY HAVING NO QUALITY OF ITS OWN. LIKE WATER, IT TAKES DIFFERENT SHAPES BY THE INFLUENCE OF GEOGRAPHY TO MEET THE NEED OF MEN OF DIFFEBENT TIME AND PLACE. SO EDUCATIONAL PLANNING SHOULD BE MADE KEEPING IN FULL CONFORMITY WITH THE SOCIAL, RELIGIONS AND ECONOMIC NEEDS OF THE NATION. THERE ARE AT PRESENT TWO EDUCATIONAL SYSTEMS IN PAKISTAN --- ONE IS OXFORD ORIENTED AND THE OTHER IS BASED ON SYSTEM ORIGINATED IN THE MIDDLE AGES IN NIZAMIA UNIVERSITY IN BAGHDAD. BOTH SYSTEMS, ARE UNSUITED IN MANY RESPECTS SO FAR AS OUR NEEDS ARE CONCERNED. THE MAIN FUNCTION OF EDUCATION IS TO FREE MAN INDIVIDUALLY, SOCIALLY, NATIONALLY AND ECONOMICALLY. EDUCATION SHOULD CREATE IN MAN A SENSE OF FELLOW-

FEELING GIVING KNOWLEDGE OF ALLAH AND HIS PROPHET, OF GEOGRAPHICAL PLACES AND IDEALISM IN LIFE. NEITHER OF THE TWO SYSTEMS IS SERVING THIS PURPOSE PROPERLY AND AS A RESULT, THERE IS AN INCREASING WASTAGE OF HUMAN RESOURCES BECAUSE OF FAILURE OF UNLIMITED NUMBER OF STUDENTS EVERY YEAR. IN OUR EDUCATION SYSTEM, THE STUDENTS SHOULD NOT ONLY DEVOTE THEMSELVES TO THE STUDY, BUT SHOULD ALSO PARTICIPATE ACTIVELY IN THE AFFAIRS OF LIFE, SO THAT THE SYSTEM SHOULD HAVE A LINK WITH THE LAND AND PEOPLE IN MEETING THE BASIC HUMAN NEEDS OF FOOD, CLOTH AND SHELTER.

33. RASHID, EHSAN. IMPACT OF EDUCATION ON NATIONAL INTEGRATION IN PAKISTAN --- JAMIA EDUCATIONAL QUARTERLY (KARACHI) 8(4): 52-60. 1967.

A SET OF COMMON BELIEFS IS ESSENTIAL FOR THE HEALTH AND VIGOR OF A SOCIETY. IT IS THROUGH EDUCATION THAT THESE BELIEF'S ARE DEVELOPED IN LATER LIFE. A NATION OF ILLITERATES COULD NOT FORMULATE OR TRANSMIT TO THE NEXT GENERATION THE ARTICLES OF FAITH FOR THE UNITY OF CITIZENS IN THE FACE OF THE COMPLEXITY OF MODERN TECHNOLOGY. THE FUTURE CITIZENS' DESIRE TO EDUCATE MUST BE BASED ON STRONG LOYALTIES TO THE SOCIETY WE ARE ENVISAGING FOR PAKISTAN. SUCH EMOTIONAL ATTITUDES ARE IN PART THE PRODUCT OF A COMMON KNOWLEDGE AND A COMMON SET OF VALUES. ONE OF THE TASKS OF EDUCATION IS TO EVOKE THESE LOYALTIES. THESE LOYALITIES CAN INDUCE A HIGH DEGREE OF FLUIDITY IN OUR SOCIAL AND ECONOMIC LIFE, CAN MAKE AVAILABLE FOR THE NATIONAL WELFARE RESERVOIRS OF POTENTIAL TALENT NOW UNTAPPED. FURTHER MORE, EDUCATION CAN INCULCATE THE SOCIAL AND POLITICAL IDEALS NECESSARY FOR THE DEVELOPMENT OF AN INTEGRATED AND HARMONIOUS PEOPLE OPERATING A SOCIAL SYSTEM COMMITTED TO THE IDEAL OF SOCIAL JUSTICE. IN THIS SENSE, EDUCATION IS A LONG TERM PUBLIC INVESTMENT TO MAKE A COMMUNITY A BETTER PLACE IN WHICH TO LIVE AND A BETTER PLACE IN WHICH TO MAKE A LIVING.

34. USMAN, MOHAMMAD. EDUCATION: ITS MEANING AND AIMS --- ENTERPRISE (KARACHI) XVI. NOVEMBER-DECEMBER. 31-33. 1967.

EDUCATION IS ONE OF THE MOST IMPORTANT FACTORS THAT CONTRIBUTES TO THE HEALTHY GROWTH AND PROGRESS OF SOCIETY. IN DEVELOPING COUNTRIES EDUCATION IS RECEIVING HIGH PRIORITY IN THEIR NATIONAL PROGRAMS OF DEVELOPMENT. NO ONE CAN DENY THE IMPORTANCE OF EDUCATION; BUT THE QUESTION IS WHAT TYPE OF EDUCATION IS PROPOSED TO BE IMPARTED TO CHILDREN. PARENTS ARE ANXIOUS FOR GOOD EDUCATION TO THEIR CHILDREN, BUT THEIR CONCEPT OF GOOD EDUCATION IS BASED ON MONETARY GAINS RATHER THAN CONSIDERATIONS OF MENTAL, MORAL AND SPIRITUAL VALUES.

THE WRITER POINTS OUT THAT EDUCATION IS NOT MERELY THE PROCESS OF TEACHING ONE HOW TO READ AND WRITE. IT IS A PROCESS OF UNFOLDING

AND DEVELOPING THE INHERENT ABILITIES OF AN INDIVIDUAL. THE WRITER DIVIDES EDUCATION INTO THREE DIFFERENT PHASES ACCORDING TO AGE GROUPS: A) EARLY PERIOD UP TO ABOUT THE AGE OF SIX YEARS, B) THE PERIOD OF CHILDHOOD AND ADOLESCENCE, AND C) ADULTHOOD AND THE PERIOD OF SPECIALIZATION AND DISCUSSES THE PROCESS OF EDUCATION FOR EACH SEPARATE PHASE.

EDUCATION REFORMS

35. ANSARI, A.H.M.J. SHIKKHA PORIKOLPONA (THE PLANNING IN EDUCATION) --- DAINIK PAKISTAN (DACCA) 4(40): DECEMBER 16, 1967. (B).

THE WRITER GIVES A NUMBER OF SUGGESTIONS WHICH WOULD ENABLE STUDENTS TO TAKE MORE INTEREST IN THEIR BOOKS AND EXAMINATIONS. ALL LEVELS OF EDUCATION, FROM THE STAGE OF HIGHER EDUCATION, HAVE BEEN DISCUSSED, AND SUGGESTIONS HAVE BEEN GIVEN REGARDING A NUMBER OF EDUCATIONAL PROBLEMS. THE WRITER ADMITS THE NECESSITY OF ENGLISH BUT RECOMMENDS THAT MOTHER TONGUE BE USED AS MEDIUM OF INSTRUCTION. ONLY THROUGH MOTHER TONGUE STUDENTS CAN EASILY AND WITHOUT ANY DIFFICULTY EXPRESS THEIR THOUGHTS AND FEELINGS. SUGGESTION HAS ALSO BEEN MADE THAT ARITHMATIC BE MADE COMPULSORY FROM THE FIRST GRADE. CONCERNING RELIGIOUS INSTRUCTION, THE WRITER RECOMMENDS THAT IT SHOULD COMMENCE FROM THE SIXTH GRADE. IN ORDER TO INCULCATE IN STUDENTS THE IMPORTANCE OF DISCIPLINE AND THE VALUE OF TIME A NEW COURSE HAS TO BE INTRODUCED. HONORS COURSE AT THE DEGREE LEVEL IS NOT NECESSARY. THE WRITER REFUSES TO BELIEVE THAT STUDENTS WHO PASS EXAMINATIONS WITH HONORS ARE SUPERIOR TO THOSE WHO SIMPLY TAKE PASS COURSE. AT THE COLLEGE LEVEL IT HAS BEEN RECOMMENDED THAT AS LONG AS THE MOTHER TONGUE IS NOT ABLE TO TAKE THE PLACE OF ENGLISH, BOTH THE MOTHER TONGUE AND ENGLISH SHOULD SERVE AS MEDIUM OF INSTRUCTION.

ELEMENTARY-SECONDARY EDUCATION

36. SHARAFUDDIN, A.M. DIRECTOR, EDUCATION EXTENSION CENTER, DACCA. SECONDARY EDUCATION AND PREPARATION FOR WORK --- PAKISTAN OBSERVER (DACCA): 19(229). 7 P. OCTOBER 31, 1967.

THE WRITER DEFINES SECONDARY EDUCATION, AND QUOTES THE OBJECTIVES OF SECONDARY EDUCATION FORMULATED BY THE COMMISSION ON NATIONAL EDUCATION. REFERENCE HAS BEEN MADE TO THE RECOMMENDATION OF INTRODUCING DIVERSIFIED CURRICULA AT THE SECONDARY LEVEL AND THE INITIAL DIFFICULTIES IN THE WAY HAVE BEEN POINTED OUT. WHILE THE HUMANITIES COURSES CAN BE TAUGHT WITH ALMOST THE BARE CLASSROOM, THE OTHER COURSES NEED LABORATORY, WORKSHOP, FARM-PLOTS, VARIOUS TOOLS AND EQUIPMENTS, CONSIDERABLE CONTINGENT EXPENDITURE FOR SUPPLIES, NEW STOCK OF LIBRARY BOOKS ADDITIONAL CLASSROOMS AND NEED FOR QUALIFIED

AND TRAINED TEACHERS.

THE WRITER ALSO DISCUSSES THE BASIC LIMITATION IN OUR ATTEMPT TO PROVIDE ADEQUATE MANPOWER FOR DEVELOPMENT NEEDS, AND QUOTES STATISTICS REGARDING SECONDARY SCHOOL POPULATION. OUR SCHOOLS CAN HARDLY ACCOMMODATE 11 PER CENT OF THE TOTAL SECONDARY SCHOOL POPULATION. SECONDARY SCHOOLS IN PAKISTAN SHOULD NURTURE TALENTS ACCORDING TO THE MANIFOLD REQUIREMENTS OF THE COUNTRY. IT WOULD BE UNREALISTIC TO EXPECT THE PERFECTION OF SKILLS AT THE SECONDARY STAGE. BUT THE RUDIMENTS OF ONE OR THE OTHER SKILLS ARE OFTEN DORMENT IN THE HUMAN CHILD AND THE CHILD MUST BE GIVEN ALL KINDS OF OPPORTUNITIES TO NURTURE AND CULTIVATE THE HIDDEN ABILITIES. THE SECONDARY STAGE MUST PROVIDE FOR A VARIETY OF ACTIVITIES IN WHICH THE CHILDREN CAN PARTICIPATE IN ORDER TO DISPLAY AND DEVELOP THEIR TALENTS.

EXAMINATIONS

37. BEG, I.M. BELAL. SHOULD OUR EXAMINATION SYSTEM BE CHANGED? --- PAKISTAN OBSERVER (DACCA) 19(207): OCTOBER 10, 1967.

THE WRITER CRITICIZES THE SYSTEM OF EXAMINATION ADOPTED BY THE SECONDARY EXAMINATION BOARDS. THE STUDENT IS EXAMINED ONLY ONCE. AT THE TIME OF EXAMINATION HE MAY OR MAY NOT BE IN HIS BEST FORM PHYSICIALLY AND MENTALLY. IT IS NOT FAIR TO AFFIX THROUGH THE FINAL EXAMINATION THE FATEFUL SEAL FOR HIS ACHIEVEMENT OF THE WHOLE YEAR. THE SYSTEM OF EXAMINATION PUTS HIGHEST PREMIUM ON THE STUDENT'S POWER OF MEMORY, CAPACITY. THE GRADING IS ALSO SUBJECTIVE AND, THEREFORE, NOT TOO RELIABLE. THE EXAMINATION MEASURES THE ACHIEVEMENT OF A STUDENT AT A PARTICULAR TIME BUT IT CANNOT MEASURE WORK HABITS, PERSONALITY AND OTHER SUCH ACHIEVEMENTS WHICH ARE IMPORTANT PART OF HIS TOTAL ACHIEVEMENTS. THE WRITER SUGGESTS THAT: 1) THE PRESENT SYSTEM OF PUBLIC EXAMINATION BE ABOLISHED AND A TARGET SET FOR INTRODUCING A NEW SYSTEM, 2) A CONFERENCE OF REPUTED SCHOLARS, TEACHERS AND SPECIALISTS BE CALLED IN THE FIELD TO DISCUSS THE ISSUE AND FIND A SOLUTION, 3) COMMITTEES BE APPOINTED ON DIFFERENT ASPECTS OF THE PROBLEM. THESE COMMITTEES SHOULD PLACE THEIR FINDINGS BEFORE THE CONFERENCE FOR FURTHER DISCUSSION AND IMPROVEMENT.

38. HUSSAIN, S.M. AMJAD. (EAST PAKISTAN MINISTER OF EDUCATION) PORIKKHA PADDHOTI (THE SYSTEM OF EXAMINATION) --- DAINIK PAKISTAN (DACCA) 3(350): NOVEMBER 2, 1967. (B).

IN VIEW OF THE ENORMOUS NUMBER OF FAILURES EVERY YEAR, IT IS QUITE EVIDENT THAT ALL IS NOT WELL WITH THE PRESENT SYSTEM UNDER WHICH

EXAMINATIONS ARE HELD. THE REPORT OF THE EXAMINATION RESULTS DURING 1967 AS PREPARED BY DIFFERENT BOARDS SHOWS THAT THE PERCENTAGE OF PASS STUDENTS IN THE WHOLE OF PROVINCE WAS 56.6. THIS IS INDICATIVE OF THE MEASURE OF NON-SERIOUSNESS AMONG STUDENTS TOWARDS EXAMINATIONS. THIS NON-SERIOUS ATTITUDE IS SHARED BOTH BY TEACHERS AND STUDENTS. IT IS A HAPPY SIGN THAT ALL THE FOUR PROVINCIAL EDUCATION BOARDS HAVE STARTED FINDING OUT THE DEFECTS OF THE PRESENT SYSTEM OF EXAMINATION. THE HOPE HAS BEEN EXPRESSED THAT THE RECENTLY INTRODUCED COURSE EXTENDING TO FOUR WEEKS WILL HELP BOTH STUDENTS AND THE EXPERTS TO SOLVE SOME OF THE PROBLEMS RELATING TO EXAMINATIONS.

39. KABIR, SHAMSUL. PORIKKHAI NOKOL (CHEATING IN EXAMINATIONS) --- DAINIK PAKISTAN (DACCA) 4(3): NOVEMBER 8, 1967. (B).

THE TENDENCY OF CHEATING IN THE EXAMINATIONS IS ON THE INCREASE AMONG STUDENTS. TEACHERS, GUARDIANS AND STUDENTS ARE EQUALLY RESPONSIBLE. AN OUT-DATED AND OLD SYSTEM OF TEACHING AND THE ABSENCE OF RESPECTABLE RELATIONS BETWEEN STUDENTS AND TEACHERS CONTRIBUTE TO THIS DETERIORIATION OF STUDENTS' MORAL CHARACTER. EDUCATION IS BECOMING MORE AND MORE COMMERCIALISED. THE THIRST FOR AND THE DESIRE OF KNOWLEDGE IS SELDOM SEEN IN STUDENTS. EXPERIENCE HAS SHOWN THAT THE STUDENTS WHO ARE ACCUSTOMED TO MEMORIZE BOOKS GET BETTER RESULT THAN THOSE WHO REALLY LABOR HARD. THIS IS DUE TO THE FACT THAT THE TEACHERS INVARIABLY GIVE HINTS TO THE STUDENTS ON IMPORTANT EXAMINATION QUESTIONS. STUDENTS RELY ON THEM AND LUCKILY THE SAME QUESTIONS ARE ASKED IN THE EXAMINATION. THE WRITER ALSO REFERS TO THE RESEARCH WORK IN OTHER COUNTRIES REGARDING IMPROVEMENTS IN THE SYSTEM OF EXAMINATION AND ADVOCATES THAT OUR SYSTEM OF EXAMINATION SHOULD BE SUBJECTED TO SERIOUS SCRUTINY.

40. PARIKKHA PADDATI PARIKKHA (REVIEW OF EXAMINATION SYSTEM) --- PURBADESH (DACCA) 12(13) 4. NOVEMBER 5, 1967. (B).

THE ARTICLE IS A COMMENT ON THE CONFERENCE OF EDUCATORS SPONSORED BY THE EDUCATION DEPARTMENT OF THE GOVERNMENT OF EAST PAKISTAN TO REVIEW THE PRESENT EXAMINATION SYSTEM INHERITED FROM THE BRITISH EDUCATION SYSTEM FOR THIS COUNTRY. THE WRITER IS OF THE OPINION THAT THE ENTIRE EDUCATIONAL SYSTEM IS BUILT AROUND THE EXAMINATION SYSTEM AND CHANGING OF EXAMINATION SYSTEM SHOULD INVOLVE THE REVIEWING OF THE WHOLE EDUCATIONAL SYSTEM. THE PRESENT WHOLESALE EXAMINATION SYSTEM IS A NATIONAL WASTAGE OF LABOR AND MONEY HAVING A PASS PERCENTAGE IN MATRIC AND INTER EXAMINATIONS AS LOW AS 50. A DEVELOPING COUNTRY AS OURS WHERE INCREASING NUMBER OF TRAINED MEN FROM WITHIN THE COUNTRY AND ABROAD ARE REQUIRED FOR EVERY BRANCH OF DEVELOPMENT ACTIVITIES, CANNOT ALLOW THIS WASTAGE FOR LONG. THE ARTICLE SUGGESTS THAT EDUCATION FROM THE PRIMARY TO THE UNIVERSITY LEVEL IS TO BE

CHANNELISED TOWARDS A CO-ORDINATED SYSTEM TO SAVE HUMAN AND MATERIAL RESOURCES TO HELP THE COUNTRY IN ITS DEVELOPMENT PROCESS. THE GOVERNMENT DURING THE 2ND AND 3RD PLAN PERIOD HAVE TAKEN OVER SOME COLLEGES. THE SECONDARY AND HIGHER SECONDARY SCHOOLS SHOULD ALSO BE TAKEN OVER LIKEWISE, AND ALL SHOULD BE TURNED INTO MULTIPHASED SCHOOLS. DEVELOPMENT OF EDUCATIONAL SYSTEM REQUIRES TRAINED TEACHERS, DEVELOPED TEACHING METHODS, GOOD TEXT-BOOKS AND AN EFFICIENT ADMINISTRATION. THE SYSTEM OF UNIFORM TEXT-BOOKS FOR THE WHOLE PROVINCE SHOULD BE REPLACED BY DIFFERENT TEXT-BOOKS WRITTEN IN STRICT COMPLIANCE WITH CURRICULUM AND SYLLABUS. THIS WILL MINIMIZE THE INCREASING DEMAND OF TEXT-BOOKS AND INCREASE RESPONSIBILITY OF TEACHERS TOWARDS STUDENTS. BETTER SERVICE CONDITIONS FOR TEACHERS COUPLED WITH GOVERNMENT RESPONSIBILITY FOR RUNNING THE SCHOOLS AND INCREASING NUMBER OF INSPECTORS OR INSPECTING TEACHERS CAN AVOID THE PRESENT WASTEFULL SYSTEM OF EXAMINATION.

EXTRA-CURRICULAR ACTIVITIES

41. REHMAN, HAFIZUR. ZAID AZ NISAB MASRUFIAAT PER NAZAR SANI KI ZARURAT (EXTRA-CURRICULAR ACTIVITIES NEED A REVISION) --- JANG (KARACHI): AUGUST 24, 31 AND SEPTEMBER 28, 1967. (U).

EXTRA-CURRICULAR ACTIVITIES PLAY AS IMPORTANT A ROLE AS CURRICULAR ACTIVITIES IN THE PHYSICAL AND MENTAL DEVELOPMENT OF A STUDENT. IN OUR EDUCATIONAL SET UP THERE IS AMPLE PROVISION FOR EXTRA-CURRICULAR ACTIVITIES, BUT FOR WANT OF ADEQUATE ATTENTION FROM SCHOOL AND COLLEGE AUTHORITIES, THEY HARDLY SERVE THEIR PURPOSE. THE VIEW OF THE ADMINISTRATION IS THAT ONLY TEACHING IS THE RESPONSIBILITY OF SCHOOL AUTHORITIES. EXTRA-CURRICULAR ACTIVITIES ARE, THEREFORE, ENTIRELY LEFT IN THE HANDS OF STUDENTS. IT HAS YET TO BE REALIZEDTHAT EXTRA-CURRICULAR ACTIVITIES REQUIRE AS MUCH ATTENTION AND CARE OF THE SCHOOL ADMINISTRATION AS REGULAR STUDIES.

THE WRITER URGES THE SCHOOL AUTHORITIES TO ORGANIZE EXTRA-CURRICULAR ACTIVITIES IN SUCH A MANNER THAT THEY HELP BUILDING UP THE CHARACTER OF STUDENTS. TRAINING THROUGH EXTRA-CURRICULAR ACTIVITIES WILL MAKE THEM BETTER CITIZENS IN THEIR LIFE AHEAD. A NUMBER OF CONCRETE SUGGESTIONS FOR ORGANIZING EXTRA-CURRICULAR ACTIVITIES HAVE ALSO BEEN DISCUSSED.

42. SADIQ, MUNAWWAR IBNE. MADARIS MEN TALABA KI TANZEEM (STUDENT ORGANIZATION IN SCHOOLS) --- SANVI TALEEM (LAHORE) 1(2): 45-51. SEPT. 1967. (U).

HUMAN RESOURCES FORM A VITALLY SIGNIFICANT PART OF THE SCHOOL ORGANIZATION. COOPERATION OF ALL PEOPLE CONCERNED WITH THE SCHOOL IS NECESSARY.

THE MOST IMPORTANT SEGMENT OF SCHOOL POPULATION IS STUDENTS, AND THEIR ORGANIZATIONS CAN PLAY AN IMPORTANT ROLE IN GIVING THEM TRAINING IN DEMOCRACY AND CITIZENSHIP.

THE WRITER HAS ATTEMPTED TO ASSESS THE ROLE OF THE STUDENTS' UNION IN THE SCHOOL ORGANIZATION IN THE LIGHT OF THE OPINIONS OF STUDENTS, TEACHERS AND PRINCIPLES OF SECONDARY SCHOOLS. IT IS EXPLAINED THAT STUDENTS' UNION SERVES TO IMPROVE RELATIONSHIP BETWEEN TEACHERS AND STUDENTS, INDUCES GOOD BEHAVIOR, ASSISTS IN SOCIAL ACTIVITIES AND ACADEMIC AND TECHNICAL GUIDANCE AND GIVES STUDENTS PSYCHOLOGICALLY A SENSE OF BALANCE. IN PAKISTANI SCHOOLS INTRODUCTION OF SELF-GOVERNMENT FOR STUDENTS IS NECESSARY. STUDENTS' UNION SHOULD NOT BE REGARDED AS A CHALLANGE TO THE SCHOOL ADMINISTRATION, BUT SHOULD BE DEVELOPED AS A MEANS TO INSTILL DISCIPLINE IN STUDENTS AND A TRAINING GROUND IN DEMOCRACY.

HISTORY OF EDUCATION

43. HAMIDI, KHALIL. AHDE NABAVI AUR AHDE SAHABA KI TA'ALEEMI SARGARMIAN (EDUCATIONAL ACTIVITIES DURING THE PERIOD OF PROPHET MOHAMMED AND HIS COMPANIONS) --- FIKRO KHYIAL (KARACHI) 5(7): 13-17. 1967. (B).

FOLLOWING THE BATTLE OF BADR PROPHET MOHAMMED AND HIS COMPANIONS MET TO SETTLE THE QUESTION OF THE PRISONERS OF WAR. THE PRISONERS WHO WERE LITERATE BUT TOO POOR TO PAY THE RANSOM MONEY WERE OFFERED THE ALTERNATIVE OF TEACHING TEN CHILDREN OF MEDINA. THIS WAS THE BEGINNING OF THE FIRST REGULAR SCHOOLS IN THE MUSLIM WORLD.

THE MOSQUE OF THE HOLY PROPHET SERVED AS THE SCHOOL WHERE PROPHET HIMSELF IMPARTED ISLAMIC KNOWLEDGE TO HIS FOLLOWERS. TIME AND AGAIN HE EMPHASIZED THE IMPORTANCE OF LEARNING AND STATED THAT A MAN OF LEARNING RANKS FAR ABOVE ONE WHO MERELY SPENDS HIS TIME IN PRAYER AND WORSHIP. HE EQUATED A SCHOLAR WITH A MARTYR. THE WRITER HAS QUOTED MANY INSTANCES THAT THROW LIGHT ON DIFFERENT ASPECTS OF EDUCATION AS THEY WERE UNDERSTOOD IN THOSE DAYS.

44. MADRASAH SHIKKHA (MADRASAH EDUCATION) --- PURBADESH (DACCA) 12(16): 2 AND 11. NOVEMBER 26, 1967. (B).

THE PRESENT MADRASAH EDUCATION IN EAST PAKISTAN HAS ITS ORIGIN IN THE ESTABLISHMENT OF CALCUTTA MADRASAH IN 1780 UNDER THE PATRONAGE OF WARREN HASTINGS, THE FIRST BRITISH GOVERNOR GENERAL, TO TRAIN THE MUSLIM LAW OFFICERS, OFFICIALS AND THE KAZIS THROUGH A MUSLIM PERSONAL LAW ORIENTED SYALLABUS. AFTERWORDS, SUCH MADRASAHS WERE

FOUNDED IN DACCA, RAJSHAHI AND CHITTAGONG WITH FINANCIAL SUPPORT FROM THE MOHSIN FUND. THE ARTICLE POINTS OUT THAT WITH THE INTRODUCTION OF ENGLISH AS STATE LANGUAGE IN PLACE OF PERSIAN AND BRITISH LAWS IN THE FAUJDARI COURTS IN PLACE OF MUSLIM LAWS DURING THE TIME OF WILLIAM BENTINGS IN 1935, THE NEED FOR MADRASAH EDUCATION ENDED. BECAUSE THE EDUCATION SYSTEM WAS NOT DESIGNED TO PRODUCE RELIGIOUS LEADERS, MYSTICS, IMAMS AND MULLAHS, BUT FOR A PRACTICAL PURPOSE AND AS SUCH THE SYSTEM SHOULD HAVE BEEN ABOLISHED. BUT UNFORTUNATELY, THE PROVINCE STILL HAS SOME 1500 SUCH MADRASAHS FOR 250000 STUDENTS TO EDUCATE THEM IN OUT OF DATE LOGIC AND SCIENCE OF JURIPRUDENCE ON THE PRETENSION THAT RELIGION AND MADRASAH EDUCATION ARE INSEPARABLE. AS A MATTER OF FACT, THIS IS NOT THE CASE. THE BETTER EXPERTS NOW IN SHARIAT LAWS ARE THE LAWYERS AND PLEADERS AND NOT THE MOULVIS TRAINED UNDER MADRASAH EDUCATION. SECONDLY, THE PURPOSE OF GIVING RELIGIOUS EDUCATION CAN BE SERVED BY THE SCHOOLS WHERE RELIGIOUS EDUCATION IS GIVEN. AT THE UNIVERSITY LEVEL, THERE ARE SPECIAL DEPARTMENTS FOR THE PURPOSE. IN SUCH A SITUATION, THIS EDUCATION IS ONLY A MACHINERY TO SPOIL THE LIVES OF SO MANY YOUNG STUDENTS MAKING THEM WORTHLESS CITIZENS WITH NO KNOWLEDGE OF WHAT TO DO AND HOW TO DO. THE REMEDY LIES IN THE TOTAL ABOLITION OF THIS SYSTEM.

45. RAHMAN, S. ABDUR. MUSLIM EDUCATIONAL EFFORTS AND THE CONCEPT OF PAKISTAN --- JAMIA EDUCATIONAL QUARTERLY (KARACHI) 8(4): 33-39. 1967.

WITH THE INCEPTION OF BRITISH RULE MUSLIMS IN THE SUB-CONTINENT WERE NOT ONLY DEPRIVED OF THEIR POLITICAL ASCENDENCY BUT ALSO THEY WERE HIT HARD ECONOMICALLY. INDEED THE PROCESS OF THEIR DECLINE REACHED A DEAD END IN 1857. IN THIS SITUATION THE MUSLIM SOCIETY NEEDED A THOROUGH REJUVINATION WHICH COULD RENDER IT CAPABLE OF REHABILITATING ITSELF IN HISTORY ONCE AGAIN. IN FULFILLING THIS MISSION NO ONE ELSE'S ROLE IS AS GREAT AS THAT OF THE EDUCATORS AND THE EDUCATIONAL INSTITUTIONS. IN FACT THE HISTORY OF THE STRUGGLE FOR THE CONSOLIDATION OF MUSLIM NATIONALISM FINALLY LEADING TO THE ACHIEVEMENT OF PAKISTAN WAS WRITTEN BY THOSE WHO WERE ASSOCIATED WITH EDUCATION IN ONE WAY OR THE OTHER.

PAKISTAN SYMBOLISES THE MUSLIM ASPIRATIONS TO LIVE AS GOOD MUSLIMS IN THE MODERN AGE AND ASSUME THE ROLE THAT ISLAM ENJOINS UPON THEM TO PLAY IN LIFE AND HISTORY. THIS AIM OUR EDUCATIONAL EFFORT HAS ACHIEVED NEITHER IN THE PAST NOR THE IN THE PRESENT. THE FACT, HOWEVER, REMAINS THAT THE REALISATION OF THE CONCEPT OF PAKISTAN IN ITS ENTIRETY DEPENDS ONLY UPON THE SUCCESS OF OUR EDUCATIONAL SYSTEM TOWARDS THIS END.

46. SIDDIQI, Mrs. M. Rise of a Muslim Concept of Education in the Sub-Continent --- Jamia Educational Quarterly (Karachi) 8(4): 26-32. 1967.

The writer presents a historical survey of Muslim cultural influences specially in the sphere of education during their rule in the sub-continent. The period covered in the survey begins from the eve of Muslim conqest of India to the eighteenth century when their power had declined.

The Muslim renaissance representing a remarkable synthesis between the Arab-Iranian tradition on the one hand, and the Indo-Iranian on the other, coincided with the Muslim conquest of India. This synthesis began in the early Abbasid period and reached its climax in the reign of Akbar. In the aftermath of the decline and destruction of the Abbasid Caliphate (1258 A.D.) scholars poured into India from Ghazna, Herat, Isfahan, Bukhara, Busra and Medina. All the Muslim rulers patronized and encouraged learning and scholarship, opened schools and institutions of higher learning, but the real organization and expansion of education took place during Akbar's time. The writer traces the growth of education before and during the Mughal period and also in Bengal.

ISLAMIC EDUCATION

47. AHMAD, Hafiz Nazar. Deeniat Ke Nisab Ka Aik Jaiza (A Survey of the Course in Theology) --- Taleemo Tadrees (Lahore) 1(1): 31-44. October 1967. (U).

The writer has presented a systematic analysis of the curricular provisions and changes introduced from time to time in theology and religious instruction in Pakistani schools. The problem of religious education in the country has been surveyed in its historical context. Traditionally the curriculum known as Darse Nizmi was in vogue. The characteristic feature of this curriculum was that it incorporated both what is known today as religious and secular instruction in a single and coherent whole. With the advent of the western influence, however, this was disrupted and courses of studies were divided into secular and religious compartments. The natural result was that the significance of religious instruction dwindled and the ramifications even persist today. The writer has tabulated curricular modifications introduced from time to time in religious instruction and has compared the status of religious courses with other courses of study. The writer also briefly comments on the general dissatisfaction felt in the country concerning religious instruction and the confusion as to its courses. An all round effort is needed to improve the

CURRICULUM, THE ATMOSPHERE OF THE SCHOOLS, AND FOR HIRING GOOD TEACHERS.

48. ASHRAF, S.A. THE PLACE OF RELIGION IN THE CURRICULUM --- JAMIA EDUCATIONAL QUARTERLY (KARACHI) 9(3): 48-55. 1967.

IF BY EDUCATION WE MEAN MENTAL DISCIPLINE THROUGH ACQUISITION OF KNOWLEDGE, THEN RELIGION MAY PROVIDE ONLY ONE OF THE MANY COURSES AND CAN HARDLY CLAIM AN EMINENT PLACE IN THE SCHEME OF STUDIES. IF, ON THE OTHER HAND, BY EDUCATION WE MEAN THE TRAINING OF HUMAN PERSONALITY, THE CULTIVATION OF A BIAS IN HUMAN ATTITUDES TO LIFE AND CREATION OF AN AWARENESS OF WHAT IS BEST IN THE LIFE OR TRADITIONS OF THE COMMUNITY, THEN RELIGION ACQUIRES A CENTRAL PLACE IN THE COURSES, A SOURCE OF ILLUMINATION. IT ALSO BECOMES THE MAIN SOURCE FOR STANDARD OF PRACTICAL, AESTHETIC, MORAL AND INTELLECTUAL ACTIVITIES OF THE GROWING CHILD.

THE CULTIVATION OF THE RELIGIOUS ATTITUDE THROUGH FORMAL EDUCATION DEPENDS FIRST, ON THE COURSES OF STUDY, SECONDLY, ON ONE WHO TEACHES RELIGION AND THIRDLY, ON HOW IT IS TAUGHT. THE FRAMING OF ALL COURSES WITH AN EYE ON THE CONFLICT BETWEEN RELIGIOUS AND ANTI-RELIGIOUS ATTITUDES IS OF PRIMARY IMPORTANCE. RELIGIOUSLY MINDED TEACHERS SHOULD BE ASKED TO TEACH RELIGION. WE SHOULD ALSO REFORM THE TWO SYSTEMS OF EDUCATION -- TRADITIONAL AND NEW WHICH HAVE ALREADY CREATED CLASS DIVISIONS AND CONFLICTS. WE SHOULD INCULCATE IN OUR CHILDREN LOVE OF OUR PAST, OF OUR MORAL, SPIRITUAL AND LITERARY TRADITIONS SO THAT THE TWO WINGS MAY MAINTAIN AND STRENGHTEN THE BONDS OF UNITY.

49. REHMAN, INAMUR. PLACE OF RELIGION IN CURRICULUM --- JAMIA EDUCATIONAL QUARTERLY (KARACHI) 8(4): 1-5. 1967.

RELIGION STANDS AS THE SOURCE AND ORIGIN OF ALL VALUES. SINCE EDUCATION MUST TAKE PLACE WITHIN A CERTAIN SYSTEM OF VALUES, IT IS INEXTRICABLY LIMITED WITH RELIGION.

THE DEMAND FOR PAKISTAN WAS NOT MERELY TERRITORIAL BUT, MORE IMPORTANTLY, IDEALOGICAL. THE MUSLIMS WANTED PAKISTAN BECAUSE THEY CONSIDERED THEMSELVES PRIMARILY A RELIGIOUS COMMUNITY AND WANTED TO BE FREE TO SHAPE THEIR DESTINY IN ACCORDANCE WITH THE PRINCIPLES OF THEIR FAITH. IF OUR IDEALOGY IS WHAT JUSTIFIES THE CONTINUED EXISTENCE OF OUR COUNTRY, AND IF IT IS THE ONE SINGLE FACTOR THAT BINDS US AS A NATION AND GOVERNS EVERY ASPECT OF OUR LIFE, IT FOLLOWS THAT IT SHOULD NOT ONLY FORM PART OF OUR EDUCATIONAL SYSTEM BUT SHOULD BE THE SUPREME DETERMINING FACTOR IN IT. THE QUESTION IS NOT THAT OF ACCORDING IT A CERTAIN PLACE IN OUR CURRICULUM, IT IS

THAT OF MAKING IT THE CONTROLLING FORCE IN OUR EDUCATIVE EFFORT IN ITS TOTALITY. A RELIGIOUS APPROACH SHOULD BE ADOPTED TOWARD THE TEACHING OF ALL SUBJECTS, BE THEY, HISTORY, ECONOMICS, SCIENCE, TECHNOLOGY OR ANY OTHER. ALL KNOWLEDGE IS TO BE ACQUIRED FOR BEING ULTIMATELY PRESSED INTO THE SERVICE OF GOD. WHEN THIS IS THE APPROACH IN THE FORMULATION OF THE CURRICULA AND, MORE IMPORTANTLY, IN THE TEACHING OF THESE CURRICULA, ONLY THEN COULD WE BE SURE THAT WE HAVE ASSIGNED OUR IDEOLOGY ITS DUE PLACE IN THE EDUCATIONAL SYSTEM.

LIBRARIES

50. ALI, ASHRAF. BARRE SAGHEER KE MA'DOOM KUTUB KHANE (EXTINCT LIBRARIES OF THE SUB-CONTINENT) --- KITAB (LAHORE) 2(1,2): 33-40. 1967. (U).

THE WRITER DESCRIBES SOME OF THE FAMOUS LIBRARIES OF THE MUSLIM KINGS AND NOBLES. THE SUB-CONTINENT OF INDO-PAKISTAN HAD BEEN THE SEAT OF CULTURE AND CIVILIZATION FROM TIMES IMMEMORIAL. GREAT UNIVERSITIES OF THE PAST LIKE TAXILA AND GANDHARA HAD BIG LIBRARIES OF THEIR OWN. BUT IT WAS A TIME WHEN EDUCATION WAS NOT MEANT FOR THE COMMON MAN. MUSLIMS FIRST SYSTEMATICALLY TRIED TO POPULARIZE EDUCATION. THEY PATRONIZED MEN OF LEARNING AND LETTERS, AND FOUNDED GREAT LIBRARIES. THE DESCRIPTION OF SOME OF THESE LIBRARIES IS TREASURED IN THE PAGES OF HISTORY. SOME OF THE BOOKS ARE STILL AVAILABLE IN THE MUSEUMS OF EUROPE.

THE ARTICLE CONTAINS A GOOD DESCRIPTION OF THE LIBRARIES OF HAZRAT NIZAMUDDIN AULIA, FEROZE SHAH TUGHLAQ, HUMAYUN, AKBAR THE GREAT, ABDUR RAHIM KHAN KHANAN, ZEBUN NISA AND TIPU SULTAN THE MARTYR.

51. AUSBERN, KENNITH PHILIP. SCHOOL LIBRARION MEIN GHAIR KITABI MAWAAD (TEACHING AIDS IN SCHOOL LIBRARIES) --- KITAB (LAHORE) 1(10): 33-36. 1967. (U).

TODAY BOOKS ALONE ARE NOT SUFFICIENT FOR IMPARTING KNOWLEDGE TO STUDENTS. THERE ARE OTHER TEACHING AIDS SUCH AS SILENT FILMS, TALKIES, CINEMA SLIDES, MAGAZINES, ETC. IN A MODERN SCHOOL THE LIBRARIAN ALSO HAS IN HIS CHARGE A NUMBER OF TEACHING AIDS ALONG WITH BOOKS.

THE WRITER GIVES A DETAILED DESCRIPTION OF THE WAYS AND MEANS TO KEEP AND HANDLE THESE AIDS IN THE LIBRARIES. EACH ITEM IS DEALT WITH SEPARATELY. THESE AIDS ALSO INCLUDE PAMPHLETS, PICTURES, CUTTINGS, DUSTCOVERS AND PAPERBACKS. SUGGESTIONS ARE GIVEN FOR

THEIR PROPER MAINTENANCE AND UTILIZATION. ...IN THE END THERE IS CRITICISM OF THE PRESENT CONDITIONS OF THE SCHOOL LIBRARIES WHERE BOOKS ARE DUMPED AS IN A JUNK SHOP. THE WRITER CALLS FOR IMMEDIATE MEASURES TO MEND THIS STATE OF AFFAIRS.

52. SHAIKH, HASAN KHALIDA. BACHCHON KI LIBRARIYAN(CHILDREN'S LIBRARIES) --- AZZUBAIR (BAHWALPUR) 1(2): 593-601. 1967. (U).

THE NEED FOR CHILDREN'S LIBRARIES CANNOT BE OVEREMPHASIZED. WE HAVE NO PROVISION FOR THIS IN OUR COUNTRY EXCEPT AT A FEW PLACES. IN LAHORE PUNJAB PUBLIC LIBRARY HAS A SPECIAL SECTION FOR CHILDREN WHICH CONTAINS SOME THREE THOUSAND JUVENILE TITLES ON VARIOUS SUBJECTS. BUT IN THE WHOLE TOWN OF LAHORE THIS IS THE ONLY PLACE TO WHICH YOUNGSTERS CAN GO TO QUENCH THEIR THIRST FOR KNOWLEDGE.

CHILDREN ARE AVID READERS AND THEY MUST BE PROVIDED WITH SUITABLE LITERATURE. A NETWORK OF CHILDREN'S LIBRARIES IS HIGHLY DESIRABLE NOT ONLY IN CITIES BUT ALSO IN THE OUTLYING AREAS AND. MOBILE LIBRARIES MAY CONVENIENTLY SERVE THIS PURPOSE.

THE MANAGEMENT OF A CHILDREN'S LIBRARY SHOULD BE PREFERABLY IN THE HANDS OF A LADY AND BOOKS SHOULD BE ARRANGED IN OPEN SHELF SYSTEM EASILY ACCESSIBLE TO CHILDREN. ATTEMPTS SHOULD BE MADE FOR CREATING A CONGENIAL ATMOSPHERE IN THE LIBRARY SO THAT CHILDREN ARE AUTOMATICALLY ATTRACTED TOWARDS BOOKS. FILM SHOWS AND STORY-TELLING SESSIONS CAN BE HELD TO AROUSE INTEREST IN THE MINDS OF THE YOUNG.

53. USMANI, ADIL. REPORT OF THE SCHOOL LIBRARY WORKSHOPS --- KARACHI, SOCIETY FOR THE PROMOTION AND IMPROVEMENT OF LIBRARIES (SPIL): 45 P. 1967.

THIS IS A REPORT OF THE SCHOOL LIBRARY WORKSHOPS HELD AT HYDERABAD, SUKKUR AND QUETTA IN SEPTEMBER, 1966. IT IS REPORTED THAT THE WORKSHOP PROGRAM CONTINUED FOR SIX DAYS AT EACH PLACE. THIRTY-TWO LIBRARIAN TEACHERS FROM HYDERABAD, THIRTY-FOUR FROM SUKKUR AND TWENTY-FOUR FROM QUETTA TOOK PART IN THE TRAINING. ALL THE THREE WORKSHOPS WERE CONDUCTED ON UNIFORM LINES, IMPARTING BASIC KNOWLEDGE ABOUT THE WORKING OF SCHOOL LIBRARIES.

THE REPORT SUMS UP THE EXPERIENCES AND PROCEEDS ON THEIR BASIS TO MAKE TWELVE RECOMMENDATIONS TO LIBRARY PROMOTION ORGANIZATIONS AND TO THE HEADS OF SCHOOLS. THE REPORT CARRIES APPENDICES CONTAINING PROGRAM OF THE WORKSHOPS AND A LIST OF PARTICIPANTS.

LITERACY

54. RAHMAN, MALLIK MANZOOR. ILLITERACY - A CHALLANGE TO HUMANITY --- PAKISTAN OBSERVER (DACCA) 19(243): SEPTEMBER 17, 1967.

IT IS DISCONCERTING THAT ABOUT 75% OF THE WORLD'S ILLITERATE POPULATION LIVES IN ASIA, ABOUT 14% OR 15% IN AFRICA, ABOUT 6.5% IN AMERICA AND THE REMAINING 4% OR 5% IN EUROPE AND THE USSR. THE LARGEST NUMBER OF ILLITERATES ARE FOUND IN SOUTH, CENTRAL AND EAST ASIA INCLUDING INDIA, PAKISTAN AND THE MIDDLE EAST. THE WRITER DESCRIBES THE PHENOMENON OF OVERWHELMING ILLITERACY EVEN IN THIS LATTER HALF OF THE 20TH CENTURY AS A DISGRACE TO HUMANITY. ONE WONDERS HOW MANKIND COULD AFFORD THE TREMENDOUS WASTAGE OF RESOURCES DEVOTED TO THE INVENTION AND MANUFACTURE OF MASS-KILLING DEVICES AND DIPLOMATIC MANOEUVRINGS ESPECIALLY IN THE CONTEXT OF ITS FAILURE TO MAKE THE WORLD A SAFER PLACE FOR HUMANITY. REFERRING TO THE ESSENTIAL FEATURE OF LITERACY CAMPAIGN THE WRITER LAYS EMPHASIS ON THE REDUCTION OF THE LANGUAGE TO A WRITTEN FORM, PRODUCTION OF SUITABLE TEACHING MATERIALS, DELIMITATION OF THE SPHERE OF THE CAMPAIGN, STIMULATION OF LOCAL INTEREST, TECHNICAL TRAINING OF THE STAFF AND PRODUCTION AND DISTRIBUTION OF ORTHOGRAPHIC AND OTHER REFORMS INTRODUCED IN THE SYSTEM OF ELEMENTARY EDUCATION.

LITERATURE FOR CHILDREN

55. AKHTAR, ABDUL HAFEEZ. KUCHH BACHCHON KI KITABON KE BARE MEN (A LITTLE ABOUT CHILDREN'S BOOKS) --- TALEEMO TADREES (LAHORE) 1(1): 54-58. OCTOBER 1967. (U).

THE BASIC NEEDS OF CHILDREN WHICH INFLUENCE THEIR READING HABITS AND WHICH SHOULD BE GIVEN DUE REGARD IN WRITING BOOKS FOR CHILDREN HAVE BEEN SURVEYED AND DISCUSSED. THESE INCLUDE A SENSE OF SECURITY, NEED FOR LOVE, CURIOSITY, ACQUISITION, LOVE OF BEAUTY, MATERIAL, EMOTIONAL, PHYSICAL AND SOCIAL NEEDS OF CHILDREN. THE BEST BOOKS ARE THOSE WHICH MAKE THE CHILDREN HAPPY AND FILL THEM WITH THE JOY OF READING. WRITERS FOR CHILDREN SHOULD GIVE ATTENTION TO A NUMBER OF THINGS. THE MATTER AND CONTENT OF THE BOOK SHOULD BE ACCORDING TO THE AGE, APTITUDE, SEX AND BASIC NEEDS OF CHILDREN. CHARACTERS IN STORIES SHOULD BE REAL OR SUCH THAT THE CHILD CAN ASSOCIATE HIMSELF WITH THEM. LANGUAGE SHOULD BE ACCORDING TO THE AGE OF CHILDREN AND BOOKS SHOULD BE ILLUSTRATED AND NEATLY PRINTED. THE WRITERS AND THE PUBLISHERS BOTH WILL HAVE TO COOPERATE IN PRODUCING WORTHWHILE LITERATURE FOR CHILDREN.

56. RAHMAN, MEHMUDUR. BACHCHON KA ADAB AND 1857 (CHILDREN'S LITERATURE AND 1857) --- KITAB (LAHORE) 2(4): 43-45. 1967. (U).

THE YEAR 1857 IS THE TURNING POINT IN THE HISTORY OF THE INDO-PAKISTAN SUB-CONTINENT. IT WAS THE DEATH-KNELL FOR THE OLD ORDER UNDER WHICH THE BRITISH HAD CHANGED THE WHOLE PATTERN OF SOCIETY. ENGLISH SYSTEM OF EDUCATION STARTED REPLACING THE OLD MAKTAB SYSTEM AND MUSLIM REFORMERS AND EDUCATORS WELCOMED THE CHANGE.

ENGLISH LEARNING ALSO OPENED NEW HORIZONS FOR URDU POETRY AND PROSE. CHILDREN'S LITERATURE IN URDU FOUND NEW MODES OF EXPRESSION. THE RICH JUVENILE LITERATURE OF THE WEST SET THE PATTERN TO BE FOLLOWED BY OUR NEW WRITERS. NEW URDU READERS AND OTHER JUVENILE LITERATURE GREW RAPIDLY AND STALWARTS LIKE AZAD, HALI, ISMAIL MEERATHI AND NAZIR AHMED REVOLUTIONIZED THIS BRANCH OF LITERATURE. THE CONVENTIONAL POETRY OF LOVE AND WINE GAVE WAY TO THE POETRY OF NATURE. IN PROSE HISTORICAL AND MORAL TALES WERE WRITTEN. THE ENTIRE MODERN JUVENILE LITERATURE GREW OUT OF THIS GREAT UPHEAVAL.

57. REHMAN, MAHMUDUR. MAGHRIB MEIN BACHCHON KA ADAB (CHILDREN'S LITERATURE IN THE WEST) --- KITAB (LAHORE) 1(12): 39-43. 1967. (U).

LITERATURE OF GOOD STANDARD FOR CHILDREN ABOUNDS IN THE WEST. CHILDREN OF EVERY AGE GROUP ARE WELL PROVIDED WITH A VARIETY OF INTERESTING AND USEFUL BOOKS. THE PRODUCTION STANDARDS OF THE BOOKS MEANT FOR CHILDREN ARE ALSO VERY HIGH. ALL GREAT WRITERS HAVE WRITTEN FOR CHILDREN AND ALL LIBRARIES STOCK SIZABLE COLLECTION OF CHILDREN'S BOOKS.

SIMILAR TO OTHER COUNTRIES IN THIS PART OF THE WORLD CHILDREN'S LITERATURE HAD ITS ORIGIN IN FOLKLORES AND FAIRY TALES IN THE WEST. THE FIRST COLLECTION OF STORIES WAS THAT OF AESOP'S TALES. THE WRITER BRIEFLY TRACES THE HISTORY OF CHILDREN'S LITERATURE IN THE WEST AND CONCLUDES THAT IT IS THE BEST LITERATURE OF ITS TYPE IN THE WORLD. BESIDES THE HISTORY OF CHILDREN'S LITERATURE, THE HISTORY OF CHILDREN'S MAGAZINES IN THE WEST HAS ALSO BEEN BRIEFLY SURVEYED. MENTION IS ALSO MADE OF THE VARIOUS INCENTIVES FOR THE PREPARATION AND PRODUCTION OF CHILDREN'S LITERATURE AND OF OTHER EFFORTS TO PROVIDE GOOD READING MATERIALS TO THEM.

MATHEMATICS

58. ALI, MD. BASHARAT. TRENDS IN MATHEMATICS --- TEACHER'S WORLD (DACCA) 5(3): 32-37. 1967.

DUE TO EXTENSIVE RESEARCH IN THE FIELD OF AUTOMATION AND AUTOMATIC

DIGITAL COMPUTING MACHINES, MATHEMATICS. IN RECENT YEARS HAS BEEN EXPERIENCING A REMARKABLE METAMORPHOSIS. CONTEMPORARY MATHEMATICS SEEMS TO HAVE BEEN DEVELOPED AS A MORE EFFICIENT WAY OF DEALING WITH THE CONTENT OF CLASSICAL MATHEMATICS. IT IS CHARACTERIZED BY: 1) A TREMENDOUS DEVELOPMENT QUANTITATIVELY, 2) THE INTRODUCTION OF NEW CONTENT, 3) THE REORGANIZATION AND EXTENSION OF NEW CONTENT, AND 4) RENEWED, INCREASED AND CONSCIOUS EMPHASIS UPON THE VIEW THAT MATHEMATICS IS CONCERNED WITH ABSTRACT PATTERNS OF THOUGHT. THE MODERN PROGRAM OF MATHEMATICS IN THE SCHOOL ATTEMPTSTO AVOID THE PRESENTATION OF NEW MATERIALS AS A STRING OF UNRELATED TOPICS. ITS STRESS IS UPON THE UNIFYING THEMES OR IDEAS IN MATHEMATICS SUCH AS STRUCTURE, OPERATIONS AND THEIR INVERSES, MEASUREMENT, EXTENSIVE USE OF GRAPHICAL REPRESENTATIONS, SYSTEMS OF NUMERATION, PROPERTIES OF NUMBERS, DEVELOPMENT OF THE REAL NUMBER SYSTEM, STATISTICAL INFERENCE SET THEORY, LOGICAL DEDUCTIONS AND VALID GENERALIZATIONS.

59. LODHI, SHAMSHAD MOHAMMAD. RIYAZI KE BUNYADI TASAWWARAT KI TAFHEEM (THE UNDERSTANDING OF THE FUNDAMENTALS OF MATHEMATICS) --- TALEEMO TADREES (LAHORE) 1(1): 59-69. OCTOBER 1967. (U).

EXAMINATIONS SO OVERWHELMINGLY DOMINATE OUR EDUCATIONAL SCENE THAT INSTRUCTION IN MATHEMATICS HAS BEEN REDUCED TO A MECHANICAL DRILL. CHILDREN FAIL TO GRASP THE BASIC CONCEPTS AND ARE NOT ABLE TO DEVELOP SCIENTIFIC HABITS OF REFLECTION. THE WRITER STRESSES THE INSTRUCTION OF FUNDAMENTALS OF MATHEMATICS AND CRITICALLY SURVEYS THE PRESENT PRACTICES IN THE TEACHING OF MATHEMATICS. FROM THE VERY FIRST GRADE OUR TEACHING IS DEFICIENT AND THE WEAKNESS AT THIS LEVEL CONTINUES EVEN IN HIGHER GRADES. METHODS OF TEACHING NUMBERS, MULTIPLICATION TABLES, AND BASIC FORMULAS ARE SPECIALLY OUTDATED. THERE IS ALSO NEED TO PAY MORE ATTENTION IN THE TEACHING OF UNIT METHOD AND THE RUDIMENTS OF ALGEBRA. THE WRITER EMPHASISES THE USE OF CONCRETE EXAMPLES AND PRACTICAL EXERCISES. ELEMENTARY MATHEMATICS SHOULD BE PRESENTED IN A WAY THAT THE CHILD SHOULD HAVE THE IMPRESSION THAT HE IS DEALING WITH THE PROBLEMS OF EVERY DAY LIVING AND NOT SOMETHING WHICH HAS NO TOUCH WITH LIFE.

60. LODHI, SHAMSHAD MOHAMMAD. RIYAZI MEN MUSALMANON KI KHIDMAT (MUSLIM CONTRIBUTIONS IN MATHEMATICS) --- SANVI TALEEM (LAHORE) 1(2): 22-35. SEPTEMBER 1967. (U).

IT IS COMMON FOR WESTERN WRITERS TO UNDERRATE THE MUSLIM CONTRIBUTIONS TO MATHEMATICS. IN REALITY, MUSLIMS NOT ONLY REVIVED THE INDIAN AND GREEK TRADITIONS IN MATHEMATICS BUT GREATLY ENRICHED IT WITH THEIR ORIGINAL CONTRIBUTIONS. MUSLIMS HAD A FUNCTIONAL APPROACH TO MATHEMATICS AND NEEDED MATHEMATICAL KNOWLEDGE TO ADEQUATELY PERFORM THEIR RELIGIOUS DUTIES AND TO MEET THE PROBLEMS OF THEIR EVERY DAY LIFE. MUSLIMS INTRODUCED EUROPE TO ARABIC

NUMERALS. THEIR CONTRIBUTIONS IN ALGEBRA, GEOMETRY, TRIGNOMETRY ARE EXTREMELY SIGNIFICANT AND NOVEL. MEN LIKE ALGORITHMI, KHAYYAM, AL BATANI, JABIR BIN AL FALAH WERE PIONEERS IN THE FIELD OF MATHEMATICS. IT IS A PITY THAT MUCH OF THEIR ORIGINAL WORK HAS BEEN LOST AND IT IS DIFFICULT TO ASSESS MUSLIM CONTRIBUTIONS ACCURATELY. THE WRITER INDICATES THE NECESSITY FOR SERIOUS RESEARCH WORK IN THIS AREA.

PSYCHOLOGY

61. HASSAN, MRS. P. THE SEARCH FOR TALENT --- DAWN (KARACHI): DECEMBER 16, 1967.

THIS IS A REPORT OF A PROJECT UNDERTAKEN BY THE BOARD OF INTERMEDIATE AND SECONDARY EDUCATION, KARACHI, FOR THE CONSTRUCTION AND STANDARDIZATION OF A BATTERY OF TESTS IN URDU TO BE USED AS INSTRUMENTS OF SELECTION OF SUBJECT GROUPS AFTER CLASS VIII. THE PROJECT REPRESENTS RESEARCH WORK IN AN AREA DIRECTED AND EMPHASIZED BY THE COMMISSION ON NATIONAL EDUCATION, BUT THE MORE IMPELLING REASON BEHIND IT HAS BEEN A MATTER OF PRACTICAL NECESSITY. IN RECENT YEARS THE NUMBER OF STUDENTS WANTING TO TAKE UP SCIENCE SUBJECTS HAS BEEN RAPIDLY INCREASING AND THE BOARD IS CONFRONTED WITH THE PROBLEM OF INTRODUCING SOME FORM OF MASS SELECTION BASED ON VALID AND RELIABLE PROCEDURES.

THE BATTERY OF SIX TESTS CONSTRUCTED UNDER THIS PROJECT CONSISTS OF FIVE APTITUDE-CUM-ACHIEVEMENT TESTS AND ONE TEST OF GENERAL ABILITY. THESE TESTS WERE INITIALLY CONSTRUCTED IN URDU BUT LATER AN ENGLISH VERSION WAS ALSO DEVELOPED. STANDARDIZATION OF THE TESTS WAS DONE ON A REPRESENTATIVE SAMPLE OF 2,000 STUDENTS OF THE CLASS IX POPULATION IN 1965. INTER-TEST CORRELATIONS WERE WORKED OUT FOR THE WHOLE BATTERY. THE FIRST TESTING PROGRAM FOR THE PURPOSE OF GUIDANCE WAS STARTED IN JULY 1966. A GUIDANCE AND COUNSELLING OFFICER WAS APPOINTED TO ORGANIZE THE ADMINISTRATION OF TESTS, PREPARATION OF PROFILE CARDS AND PLANNING OF FOLLOW-UP STUDIES.

62. KHAN, MOHAMMAD WASIULLAH. KIRDAR KI TAHZEEB (THE CULTIVATION OF CHARACTER) --- TALEEMO TADREES (LAHORE) 1(1): 77-88. OCTOBER 1967. (U).

CHARACTER IS NOT THE SAME AS TEMPERAMENT OR PERSONALITY, NOR DOES IT CONNOTE THE SAME MEANINGS AS MORALITY. CHARACTER SHOULD BE DEFINED AS THAT COMBINATION OF MENTAL AND ACTIVE POWERS WHICH DISPLAYS WILL AND LOVE FOR ACTION. CHARACTER IS SHAPED THROUGH INTERACTION OF HEREDITARY AND ENVIRONMENTAL FACTORS. IN THE CULTIVATION OF CHARACTER THERE ARE THREE ASPECTS WHICH ARE SOCIALLY SIGNIFICANT. FIRST ORGANIZATION OF MENTAL POWERS SO AS TO MAKE A STABLE CHARACTER, SECOND, SINGLENESS OF PURPOSE WHICH MAY BE CONDUCIVE TO A STRONG CHARACTER AND

THIRDLY, AN AWARENESS OF THE SOCIAL NORMS MAKING IT A GOOD CHARACTER. THE INFLUENCES WHICH SHAPE CHARACTER ARE OF DIVERSE ORIGINS BUT THE MOST IMPORTANT OF THEM EMANATE FROM THE SCHOOL.

THE WRITER SURVEYS A NUMBER OF EDUCATIONAL FACTORS WHICH MAY CONTRIBUTE SIGNIFICANTLY TOWARD CULTIVATING CHARACTER IN CHILDREN. TO THIS END FAR-REACHING CHANGES WILL HAVE TO BE INTRODUCED IN THE CURRICULUM, METHODS OF TEACHING, EDUCATIONAL ADMINISTRATION AND THE TRAINING OF TEACHERS.

RESEARCH

63. RESEARCH BY IER STUDENTS 1961-65 --- TEACHER'S WORLD (DACCA) 6(1): 41-48. 1967.

THIS IS THE FIRST PART OF A REPORT WHICH PRESENTS IN TOTAL A REVIEW OF FIFTY FIVE STUDIES CONDUCTED BY STUDENTS OF THE INSTITUTE OF EDUCATION AND RESEARCH, DACCA OVER THE FIVE YEAR PERIOD, 1961 TO 1965.

BECAUSE OF PROBLEMS OF RESTRICTED SAMPLING AND INADEQUATE CONTROL OF VARIABLES, THE FINDINGS OF MOST STUDIES ARE OF LIMITED VALUE. THEY DO, HOWEVER, IDENTIFY PROBLEM AREAS REQUIRING RESEARCH, AND IN MANY CASES REVEAL AVENUES FOR FURTHER STUDY THAT COULD SIGNIFICANTLY CONTRIBUTE TO THE DEVELOPMENT OF EDUCATION IN PAKISTAN. THE ACTUAL REPORTS ON WHICH THIS REVIEW IS BASED ARE ON FILE IN THE LIBRARY OF THE INSTITUTE, AND ARE AVAILABLE FOR USE AND STUDY THERE.

IN ORDER TO GROUP THE STUDIES FOR REVIEWING PURPOSES, FOUR CATEGORIES HAVE BEEN ESTABLISHED. CURRICULUM AND SUBJECT MATTER, TEACHING STUDIES; GUIDANCE AND STUDENT RELATED-STUDIES; SCHOOL AND COMMUNITY STUDIES; AND TEACHER-RELATED STUDIES. IN THIS PART THE FIRST TWO CATEGORIES HAVE BEEN DEALT AND BRIEF REVIEW HAS BEEN PRESENTED BY TITLE OF TWENTY EIGHT STUDIES.

64. SABZWARI, M.A. ECONOMIC RESEARCH AND WRITING --- PAKISTAN QUARTERLY (KARACHI) 15(1-2): 299-304. 1967.

THE ARTICLE DEALS WITH RESEARCH IN THE FIELD OF ECONOMICS IN PAKISTAN. ECONOMICS IS ASSUMING GROWING IMPORTANCE IN MODERN LIFE AND HAS COME TO BE DIVIDED INTO SEVERAL WELL DEVELOPED AND INDEPENDENT BRANCHES. ALTHOUGH RESEARCH WORK IN ECONOMICS IS RELATIVELY NEW TO THIS PART OF THE WORLD, WHATEVER HAS BEEN DONE IS QUITE USEFUL AND NOT TOO LITTLE. THE SELECT BIBLIOGRAPHY OF THE ECONOMY OF PAKISTAN AND OTHER SIMILAR PUBLICATIONS GIVE THE DETAILS OF RESEARCH WORK THAT HAS BEEN

DONE IN THIS COUNTRY.

FROM THE ORGANIZATIONAL POINT OF VIEW THESE RESEARCH ACTIVITIES CAN BE CLASSIFIED UNDER FOUR BROAD CATEGORIES ACCORDING TO THE AGENCIES WHERE THEY ARE UNDERTAKEN. THESE ARE UNIVERSITIES, CENTRAL AND PROVINCIAL GOVERNMENT AGENCIES, AUTONOMOUS AND SEMI-AUTONOMOUS BODIES, AND INDIVIDUAL OR PRIVATE INITIATIVE. THE WRITER BRIEFLY MENTIONS THE RESEARCH ACTIVITIES IN EACH CATEGORY. IN THE END HE SUMS UP THE EXISTING SITUATION IN THE FIELD OF ECONOMIC RESEARCH AND SUGGESTS A NUMBER OF MEASURES FOR A BETTER COORDINATION OF THESE EFFORTS.

65. SIDDIQUI, SALIMUZ ZAMAN. SCIENTIFIC RESEARCH IN PAKISTAN --- PAKISTAN QUARTERLY (KARACHI) 15(1-2): 217-219. 1967.

THE TREMENDOUS PROGRESS THE WORLD HAS MADE IN SCIENCE IS WELL KNOWN. THE WRITER POINTS OUT THAT PAKISTAN IS STILL FAR BEHIND IN THIS RACE AND THAT IF WE HAVE TO CATCH UP WITH SCIENTIFIC DEVELOPMENTS IN OTHER ADVANCED COUNTRIES, WE HAVE TO WORK AT A PACE FASTER THAN THAT OF THE ADVANCED COUNTRIES. THIS CAN BE DONE BUT IT WOULD REQUIRE A GOOD DEAL OF PLANNING IN THE FIELD OF SCIENTIFIC RESEARCH. WE HAVE TO ADVANCE IN THE FIELD OF SCIENCE AND ITS APPLICATION, NOT IN ISOLATION, BUT IN COORDINATION WITH OUR EDUCATIONAL, AGRICULTURAL AND INDUSTRIAL DEVELOPMENT.

THE WRITER POINTS OUT THAT EFFORTS ARE BEING MADE IN THIS DIRECTION. A NUMBER OF RESEARCH ORGANIZATIONS HAVE BEEN FORMED TO PROMOTE RESEARCH IN THEIR RESPECTIVE FIELDS. BUT THE TROUBLE IS THAT THE FINDINGS OF THESE RESEARCH ORGANIZATIONS ARE NOT PUT TO PRACTICAL USE. IT IS SUGGESTED THAT OUR INDUSTRIALISTS SHOULD COME FORWARD AS BOLD ENTREPRENEURS AND UTILIZE THE RESULTS OF SCIENTIFIC AND TECHNOLOGICAL RESEARCH. THE WRITER QUOTES SOME EXAMPLES WHERE USEFUL RESEARCH TOOK PLACE IN THE COUNTRY, BUT ITS FUNCTIONAL APPLICATION HAD TO WAIT FOR MANY YEARS. IN SOME CASES THEY WERE NOT UTILIZED AT ALL.

66. SIDDIQUI, SHAFQAT HUSSAIN. SCIENTIFIC RESEARCH IN PAKISTAN --- PAKISTAN QUARTERLY (KARACHI) 15(1-2): 220-228. 1967.

THIS ARTICLE DEALS WITH THE PRESENT POSITION OF SCIENTIFIC RESEARCH IN PAKISTAN. THERE IS NO DENYING THE FACT THAT SCIENTIFIC AND TECHNOLOGICAL RESEARCH IS A VITAL INSTRUMENT IN DEVELOPING THE HUMAN AND MATERIAL RESOURCES OF A COUNTRY. THE FOUNDATION OF PAKISTAN COUNCIL OF SCIENTIFIC AND INDUSTRIAL RESEARCH, WITH THE BROAD OBJECTIVES OF INITIATING, PROMOTING AND GUIDING RESEARCHES IN PURE AND APPLIED FIELDS, IS THE REALIZATION OF THIS OBJECTIVE. OUR GOVERNMENT HAS ESTABLISHED MANY MORE SIMILAR ORGANIZATIONS FOR CONDUCTING RESEARCHES IN VARIOUS FIELDS.

PAKISTAN EDUCATION COMMISSION ALSO STRONGLY RECOMMENDED SCIENTIFIC AND TECHNICAL EDUCATION. IT IS AN ACCEPTED FACT THAT RESEARCH, WHETHER FUNDAMENTAL OR DIRECTED, IS BEST CARRIED OUT IN A UNIVERSITY. SOME OF OUR UNIVERSITIES ARE NOW PROVIDING FACILITIES FOR UNDERTAKING PROGRAMS OF SCIENTIFIC RESEARCH AT THE POST-GRADUATE LEVEL. THERE ARE ALSO SCIENTIFIC SOCIETIES WHICH ARE WORKING TO PROMOTE HIGHER STUDIES AND RESEARCH. THE WRITER GIVES A BRIEF DESCRIPTION OF THE PROGRESS IN THE FIELD OF SCIENTIFIC RESEARCH IN THE VARIOUS ORGANIZATIONS. IN THE END THERE APPEAR SOME EXPENDITURE DATA ON RESEARCH.

SCIENCE EDUCATION

67. EDITORIAL. PRITHAK BIJGAN COLLEGE (SEPARATE SCIENCE COLLEGE) --- PURBADESH (DACCA) 11(47): 4. JULY 2, 1967. (B).

THE ARTICLE SUGGESTS OPENING OF SCIENCE COLLEGES BY THE GOVERNMENT OF EAST PAKISTAN ON THE LINE OF INITIATIVE TAKEN BY THE GOVERNMENT OF WEST PAKISTAN IN ESTABLISHING FIVE SEPARATE SCIENCE COLLEGES, TWO OF WHICH HAVE ALREADY STARTED CLASSES. THE STUDENTS COMING OUT OF THESE COLLEGES WILL SURELY GIVE A FILLIP TO THE INDUSTRIAL DEVELOPMENT OF THAT PROVINCE BY PROVIDING SKILLED MANPOWER. THE IMPORTANCE OF EDUCATION IN SCIENCE IN THE PRESENT DAY WORLD CAN HARDLY BE OVER-ESTIMATED. THOUSANDS OF STUDENTS IN SCIENCE GROUP HAVE BEEN COMING OUT OF THE SCHOOLS IN EAST PAKISTAN EVERY YEAR AND THE TWO UNIVERSITIES -- DACCA UNIVERSITY AND RAJSHAHI UNIVERSITY -- HAVING SEPARATE DEPARTMENTS OF SCIENCE CANNOT ACCOMMODATE ALL OF THEM. SECONDLY, THE HONORS COURSES IN SCIENCE PROVIDED IN THE UNIVERSITIES ARE BASED MORE ON THEORY THAN PRACTICE AND ARE CONDUCTED WITH NO WELL-EQUIPPED LABORATORY FACILITIES. THIS LIMITED EDUCATION IN SCIENCE WITH LIMITED AMENITIES FOR PRACTICAL TRAINING IS A SERIOUS FLAW IN OUR SCIENTIFIC EDUCATION, RESULTING IN DEARTH OF SKILLED MANPOWER FOR THE INDUSTRIAL GROWTH OF THIS PROVINCE. SEPARATE SCIENCE COLLEGES EQUIPPEDWITH GOOD LABORATORIES AND HAVING TRAINED TEACHERS IN THE STAFF CAN SOLVE THIS PROBLEM IN A BETTER WAY.

68. IQBAL, RAFAT. SCIENCE KI TALEEM KE TAQAZE (THE DEMANDS OF SCIENCE EDUCATION) --- TALEEMO TADREES (LAHORE) 1(1): 89-93. OCTOBER 1967. (U).

THE WRITER BRIEFLY REPORTS AN EXPERIMENT WHICH WAS CONDUCTED TO ASCERTAIN WHETHER OR NOT VERY SMALL CHILDREN COULD BE INTERESTED IN SCIENCE EDUCATION. THREE SCHOOLS IN LAHORE REPRESENTING DIFFERENT SOCIO-ECONOMIC STATUS WERE SELECTED. THE STUDENTS WHICH WERE SUBJECTED TO THE EXPERIMENT WERE FROM FIVE TO EIGHT YEARS. THEIR

TOTAL NUMBER WAS HUNDRED AND THEY WERE EQUALLY DIVIDED BETWEEN THE TWO SEXES. THE CHILDREN WERE DIVIDED INTO FOUR GROUPS AND EACH GROUP WAS PRESENTED WITH SIX SIMPLE EXPERIMENTS. EVERY CHILD WAS THEN ASKED QUESTIONS ABOUT THE EXPERIMENT AND HE WAS GRADED ON THE ANSWERS GIVEN. THE RESULTS OBTAINED FROM AN ANALYSIS OF THE CHILDREN'S RESPONSE AND PERFORMANCE HAVE BEEN LISTED AND DISCUSSED. THEY INDICATE THAT THE RUDIMENTS OF SCIENCE SHOULD BE INTRODUCED IN THE ELEMENTARY CLASSES.

69. SIDDIQUI, AZAM ALI. MODERNIZATION OF SCIENTIFIC STUDIES IN PAKISTAN --- PAKISTAN OBSERVER (DACCA) 19(270): DECEMBER 14, 1967.

SETTING UP A NATIONAL EDUCATION COUNCIL REGARDING PAKISTAN'S EDUCATIONAL DEVELOPMENT HAS BEEN RECOMMENDED. THE COUNCIL SHOULD BE BROAD BASED AND MUST BE REPRESENTED BY ALL THE DIVERSE INTERESTS IN THE FIELD OF EDUCATION. AN IMPORTANT SERVICE WITH WHICH THE PROPOSED COUNCIL SHOULD CONCERN ITSELF IS SETTING UP OF A COMMITTEE FOR MODERNIZATION OF SCIENTIFIC STUDIES WHICH WILL SUBMIT ITS REPORT TO THE NATIONAL COUNCIL. THE AIMS OF SCIENTIFIC STUDIES COMMITTEE SHOULD BE TO 1) RECOMMEND WAYS AND MEANS TO MAKE ADMINISTRATION RECEPTIVE AND ABSORBATIVE OF QUICK CHANGES, 2) ADVISE CHANGES IN CURRICULUM IN THE LIGHT OF DEVELOPMENTS THAT ARE TAKING PLACE IN THE WORLD, 3) SUGGEST IMPROVEMENT IN TEACHING METHODS AND ENHANCE THE SKILLS OF THE TEACHING STAFF, 4) RECOMMEND THE MANUFACTURE OF AUDIO-VISUALS MATERIALS AND EQUIPMENT IN THE COUNTRY, AND 5) SUGGEST BETTER UTILIZATION OF LABORATORIES AND SCIENTIFIC INSTRUMENTS.

70. ZAFAR, MIFTAHUDDIN. MAIN SCIENCE PARHAYA KARTA THA (I WAS TEACHING SCIENCE) --- TALEEMO TADREES (LAHORE) 1(1): 70-76. OCTOBER 1967. (U).

THE WRITER IS AN OLD SCIENCE TEACHER AND REMINISCES ABOUT HIS OWN EXPERIENCES IN TEACHING SCIENCE TO THE SCHOOL CHILDREN. HE COMPARES THE PRESENT DAY TEACHING IN SCHOOLS WITH HIS OWN DAYS AND FINDS IT WOEFULLY DEFICIENT. IT IS HIGHLY UNFAIR TO MAKE CHILDREN CRAM SCIENCE LESSONS. CRAMMING DULLS CHILDREN'S SENSIBILITIES AND THEIR NATURAL CURIOSITY IS KILLED. ACCORDING TO THE WRITER IN ANY SCIENCE LESSON ONE WHO PLAYS THE MAIN ROLE IS THE TEACHER. A GOOD TEACHER KNOWS THAT THE LESSON IS WITHOUT EFFECT NOT BECAUSE OF THE LACK OF SCIENTIFIC EQUIPMENT AND MATERIAL BUT BECAUSE THE TEACHING ITSELF IS DEFICIENT. IF THERE IS NOT ENOUGH SCIENTIFIC MATERIAL A GOOD TEACHER CAN ALWAYS IMPROVISE. A GOOD TEACHER KNOWS THAT HE SHOULD PREPARE HIS LESSONS, THAT TEACHING IS NOT SOMETHING STATIC BUT SOMETHING DYNAMIC AND FULL OF LIFE. IN THE END HAVE BEEN LISTED A NUMBER OF HINTS WHICH CAN IMPROVE THE TEACHING OF SCIENCE IN SCHOOLS.

71. AHMAD, ZIAUDDIN. THE PROCESS OF EDUCATION AND CULTURAL TRANSMISSION --- JAMIA EDUCATIONAL QUARTERLY (KARACHI) 8(8): 26-33. 1967.

EDUCATION IS BOTH THE FOUNDATION AND THE UNIFYING FORCE OF THE DEMOCRATIC WAY OF LIFE. IN ORDER TO PROMOTE NATIONAL INTEGRATION EDUCATION SHOULD SEEK TO CREATE BEAUTY IN HUMAN LIFE AND CULTIVATE THE BROAD IDEALS OF RELIGION BASED ON THE SCIENTIFIC AND RATIONAL STUDY OF HISTORY, LITERATURE AND OTHER SCIENCES. IT SHOULD EMPHASIZE THE QURANIC WAY OF LIFE WHICH IS ABOVE PROVINCIAL AND SECTIONAL LOYALITIES. IT SHOULD BE BASED ON THE ASSUMPTION THAT ALL PEOPLE DESERVE EQUAL RESPECT AND IDENTICAL OPPORTUNITY. THE RACIAL, RELIGIOUS, LINGUISTIC AND ETHNIC DIVERSITY OF THE STATE REQUIRES THAT EDUCATION SHOULD CARRY THE CHILD BEYOND FAMILY AND RACIAL GROUP INTO A FULL MEMBERSHIP OF THE NATION.

72. ALAUDDIN, MUHAMMAD. SAMASHTI UNNAYANE SHIKKHARA DIKAGULU (EDUCATIONAL ASPECTS IN THE DEVELOPMENT OF COLLECTIVENESS) --- SAMAJ KALYANA (DACCA) 7(12): 14-15. JULY 1967. (B).

DEVELOPMENT OF COLLECTIVENESS IS ONE OF THE PROGRAMS OF SOCIAL DEVELOPMENT AIMED AT THE CITY SOCIAL DEVELOPMENT ORGANIZATION OF THE SOCIAL WELFARE DEPARTMENT, GOVERNMENT OF EAST PAKISTAN. IT MEANS PLANNING THROUGH CO-ORDINATED EFFORTS TO EDUCATE THE PEOPLE TO DEVELOPE THEMSELVES IN EVERY SPHERE OF LIFE WITH THEIR OWN RESOURCES BY APPLYING SCIENTIFIC METHODS. IT IS BASICALLY SOCIAL OR CIVIC EDUCATION. SOCIAL WELFARE IS JUST ANOTHER NAME FOR PROGRESSIVE EDUCATION, IN THAT IT AIMS AT MEETING THE SOCIAL NEEDS AND IS FOR DEVELOPMENT OF BETTER LIFE. IT IS MORE THAN MERELY VOCATIONAL EDUCATION. IN ADDITION TO TRAINING IN COTTAGE INDUSTRIES, INSTRUCTION IS ALSO GIVEN IN HYGIEN, DOMESTIC SCIENCE, CHILD-REARING, ETC. THOUGH THE WORKERS IN SOCIAL WELFARE CANNOT BE EXPECTED TO BE EXPERT IN ALL SUBJECTS, THEY CAN, HOWEVER, GET PROFESSIONAL GUIDANCE FROM THE GOVERNMENT AND OTHER AGENCIES TO HELP THEM CHALK OUT PROGRAMS TO EDUCATE THE PEOPLE TO HELP THEMSELVES. THE EDUCATION THUS IMPARTED IS FOR CREATING CIVIC SENSE, FELLOW-FEELING AND COOPERATIVE MINDEDNESS. THE EDUCATIONAL VALUE OF SOCIAL DEVELOPMENT LIES IN EFFORTS IN CREATING SENSE OF SOCIAL HARMONY, BRINGING DIFFERENT LEADERS OF THE LOCALITY ON ONE PLATFORM AND MAKING THEM AWARE OF THEIR OWN PROBLEMS AND WAYS TO SOLVE THEM BY THEMSELVES THROUGH COLLECTIVE EFFORTS, SELF DEPENDENCE, CREATING LEADERS TO TAKE OVER RESPONSIBILITIES OF THEIR COLLECTIVE WELFARE. THIS IS AN UTILITARIAN EDUCATION, MAINLY CONCERNED NOT WITH WHAT TO DO, BUT HOW TO DO.

73. REHMAN, HAFIZUR. MAKHLOOT TA'ALEEM AUR MA'ASHRATI ESTEHKAM (COEDUCATION AND SOCIAL STABILITY)---JANG(KARACHI)JAN.28 & FEB.4&11,1967.(U).

NO ONE IN OUR COUNTRY DENIES THE NEED FOR PROVIDING EDUCATION TO GIRLS; BUT MANY QUESTION THE MERIT OF CO-EDUCATION. THE WRITER DISCUSSES IN DETAIL THE ILLS OF CO-EDUCATION. IT IMPLIES A CHANGE IN THE PRESENT STATUS OF WOMAN VIZ A VIZ MAN. ISLAM HAS ASSIGNED DIFFERENT DUTIES TO MAN AND WOMAN. A WOMAN'S PLACE IS IN THE HOUSE WHEREAS MAN WORKS OUTSIDE. IF A WOMAN STEPS BEYOND HER ASSIGNED SPHERE OF DUTIES IT WOULD DISRUPT FAMILY LIFE. THE EXPERIENCE IN THE COUNTRIES WHERE CO-EDUCATION HAS BEEN IN VOGUE LENDS MUCH STRENGTH TO THIS ARGUMENT.

THE WRITER STRONGLY ADVOCATES WOMEN'S EDUCATION BUT NOT CO-EDUCATION AND NOT THE SORT THEY ARE GETTING AT PRESENT. THEY NEED EDUCATION IN SUBJECTS LIKE HOUSE-KEEPING, HOME ECONOMICS, PSYCHOLOGY OF CHILDREN AND CHILDREN'S TRAINING AND UPBRINGING.

74. SAAD, ISMAIL. EDUCATION AND PAKISTAN'S CULTURAL UNITY --- JAMIA EDUCATIONAL QUARTERLY (KARACHI) 8(4): 47-51. 1967.

AS PAKISTANIS OUR MORAL CONSCIOUSNESS, RULES OF BEHAVIOR AND CONDUCT, MEMORIES, PRIDE AND PREJUDICES, HOPES AND FEARS HAVE ALL THEIR SOURCE-SPRING IN ISLAM. OUR WAYS OF THINKING AND FEELINGS, OUR IDEALS AND VALUES, IN FACT, OUR ENTIRE CULTURE HAS AN ISLAMIC ORIENTATION. TO THESE ISLAMIC VALUES HAVE BEEN ADDED OTHER VALUES OF AN INDIGENOUS NATURE. THESE INCLUDE OUR LOVE OF THE COUNTRY WHICH IS OUR HOME, A HISTORY OF MUSLIM ESTABLISHMENT IN THE SUB-CONTINENT, MEMORIES OF THE STRUGGLE FOR PAKISTAN AND A TASTE OF OUR COMMON POLITICAL, ECONOMIC AND SOCIAL STRIVINGS SINCE INDEPENDENCE. ALL THESE VALUES COMBINED MAKE THE SET OF BASIC VALUES WHICH IS PART AND PARCEL OF OUR LIFE AS PAKISTANIS. THESE BASIC ELEMENTS OF IDENTITY HAVE TAKEN MOORINGS IN THE RECESSES OF OUR HEART AND HAVE MINGLED WITH THE STREAMS OF OUR SENTIMENTS. THIS SYSTEM OF VALUES IS THE SOURCE OF OUR NATIONAL UNITY AND GIVES US A SENSE OF NATIONAL IDENTITY AND BELONGING.

THE SYSTEM OF EDUCATION IN PAKISTAN SHOULD CONCERN ITSELF PRIMARILY WITH THE BASIC VALUES OF OUR NATIONAL LIFE. IT SHOULD SEEK ITS DIRECTION FROM THESE VALUES AND SHOULD DEVISE WAYS AND MEANS FOR THEIR EFFECTIVE INCULCATION IN OUR STUDENTS. OUR SYLLABI AND CURRICULUM SHOULD EMBODY THESE VALUES AND THEIR DEEPER UNDERSTANDING AND APPRECIATION SHOULD BE OUR EDUCATIONAL OBJECTIVE.

75. SAJID, Zakariyya. Education and Pakistan's Cultural Unity --- Jamia Educational Quarterly (Karachi) 8(4): 40-46. 1967.

The paper discusses the contribution which education can make to the promotion of cultural unity in Pakistan. Beginning with a theoretical discussion of the concept of culture and an assessment of the role of education in cultural integration the writer analyses the nature of Pakistan's cultural heritage and identifies its distinctive features and characteristics. Later, the forces of change impiniging upon Pakistani culture have been surveyed and the role of Pakistan's educational system and its contribution to cultural dynamics have been specifically highlighted.

It has been concluded that in the case of Pakistan the problem of cultural unity boils down to the problem of linguistic unity. Although it is most desirable to develp the two national languages it cannot be done without downgrading the status of English in the educational and general life. A switch-over to national languages is called for not only because of broad national interests but also for educational considerations.

76. ZAIDI, S.M. Hafeez. Cultural Transmission Through Education --- Jamia Education Quarterly (Karachi) 8(3): 13-25. 1967.

The writer presents a sketch of Pakistani culture with its basic cultural and value orientations, child rearing techniques and stereotypes about themselves and others. Pakistan may be said to have a uniform political structure and a high degree of cultural homogeneity with reference to religion. There is cultural variation in terms of the langage and the degree of social differentiation is relatively low. The country does not have a well structured middle class and because of a life span of only 20 years lacks the national maturity which is a critical condition of national character. The writer, however, emphasizes the need for a series of research investigations into Pakistan's basic character structure.

In applying the present available material about Pakistani culture to the educational scene the writer points out a number of things. Children in Pakistani society are being brought up in an inhibitive and submissive atmosphere with a value orientation in which respect for authority and age are emphasized. Outside home the growing child meets confusion and conflict with his cultural value system in terms of western influences and uninhibited attitudes of an industrial society. The child is taught about the significance of personal achievement in shcool where display of individual talent and personal achievement are subordinated to family and community prestige in cultural conditioning.

77. AHMAD, Viqar. The Importance of History in Curriculum --- Jamia Educational Quarterly (Karachi) 8(4): 10-14. 1967.

History does not present a spectacle of chaotic growth and it does reveal an order which in spite of individually unpredictable movements and random events we can recognize and distinguish and which we can use by making a scientific study of history. If human society despite all the human vagaries constitutes an order, we should attempt to understand the social forces at work so as to improve our society and bring our social and international relations into line with the great scientific achievements. To such an understanding of social and human relationships, history, far more than any other social science provides the key. History is the bedrock of all social sciences.

However, there are people who, realising the effectiveness of history as a tool to fashion society in accordance with their wishes resort to deliberate and blatant falsification of history. The temptation to falsify history in the newly emergent countries is some times too strong. But history tells us that it does more harm than good. The study of history should be aimed at engendering sympathy with one's fellow beings, inducing a sense of perspective and widening the mental horizon. Only in this sense, history can claim a very high place in curriculum.

78. SALIM, Muhammad. The Importance of History in Curriculum --- Jamia Educational Quarterly (Karachi) 8(4): 6-9. 1967.

The slogan for Pakistan was the product of the Islamic outlook of Muslims. The aim of this movement in the sub-continent was not only to establish a new country for Muslims where they could pursue the Islamic way of life and develop their own cultural values, but also to establish deeper brotherly relations with other Muslim countries of the world in order to achieve the ideal of Islamic brotherhood and recover the lost glory of Islam. Therefore, it is necessary for Pakistani students to be well acquainted with the past and the present history of Muslim nations.

Pakistan's two wings are nearly a thousand miles apart. In order to achieve national integration, stress must be laid on the teaching of the nation's history. Thus the posterity will develop a national consciousness as well as a cosmopolitan outlook without being ignorant of one's ancient heritage. Further, the teaching of national history will create a sense of goodwill and understanding between the

PEOPLE OF THE TWO WINGS, AND THE PHYSICAL DISTANCE WILL NOT HINDER THE GROWTH OF A SENSE OF NATIONAL INTEGRATION BY DEVELOPING A COMMON IDEALOGICAL AND EDUCATIONAL OUTLOOK. IN THE SAME WAY PROVISION SHOULD ALSO BE MADE IN THE CURRICULUM FOR THE TEACHING OF PROVINCIAL AND REGIONAL HISTORY.

SPECIAL EDUCATION

79. BUX, MUMTAZ IMAM. ISTISNAI BACHCHE AUR UN KI KHUSUSI TALEEM (EXCEPTIONAL CHILDREN AND THEIR SPECIAL EDUCATION) --- SANVI TALEEM (LAHORE) 1(2): 52-55. SEPTEMBER 1967. (U).

THE WRITER ADVOCATES THE NECESSITY OF SPECIAL EDUCATION FOR EXCEPTIONAL CHILDREN BOTH GIFTED AND HANDICAPPED. OUR SYSTEM OF EDUCATION HAS BEEN FORMED WITH AVERAGE STUDENT IN MIND AND THERE IS VERY LITTLE PROVISION FOR SPECIAL EDUCATION. THIS GIVES RISE TO GRAVE SOCIAL AND EDUCATIONAL PROBLEMS. IF NEGLECTED, IT IS VERY LIKELY THAT GIFTED CHILDREN WILL DEVOTE THEIR ENERGIES TO SOCIALLY UNDESIRED ACTIVITIES RATHER THAN TO CONSTRUCTIVE PURPOSES. SIMILARLY, THE HANDICAPPED CHILDREN WILL HAVE NO RECOURSE BUT TO ADOPT SUCH OCCUPATIONS AS BEGGING, STEALING, ETC. THE PROBLEM OF EXCEPTIONAL CHILDREN AND THEIR EDUCATION REQUIRES IMMEDIATE ATTENTION AND SPECIAL ENDUCATION SHOULD BE PROVIDED ALONG THE GENERAL SYSTEM OF EDUCATION. IT IS NOT REALISTIC TO SHELVE THE PROBLEM FOR THE PRESENT AND WAIT FOR MORE OPPORTUNE TIME WHEN SUCH PROGRAMS CAN BE INTRODUCED. SUCH A POLICY MAY RESULT IN IRREPARABLE DAMAGE TO THE COUNTRY'S STOCK OF RESOURCES.

80. KAZMI, SAHRA, BACHON MEN TALEEMI PASMANDGI (EDUCATIONAL RETARDATION IN CHILDREN) --- TALEEMO TADREES (LAHORE) 1(1): 11-20. OCTOBER 1967.(U).

EDUCATIONAL RETARDATION IN CHILDREN IS A GENERAL COMPLAINT. THERE ARE VERY FEW CHILDREN WHOSE PROGRESS IN DIFFERENT SUBJECTS IS AT AN EVEN PACE. MOST OF THEM ARE WEAK IN ONE OR MORE SUBJECTS AND THIS AFFECTS THE GENERAL EDUCATIONAL ACHIEVEMENT.

THE WRITER DESCRIBES THE PSYCHOLOGICAL EFFECTS OF EDUCATIONAL RETARDATION ON CHILDREN'S PERSONALITIES. THEY BEGIN TO EXPERIENCE AN INFERIORITY COMPLEX, MENTAL CONFLICTS, AGONIZING COMPLEXES AND UNREST. PARENTS NOT UNDERSTANDING THE REAL DIFFICULTY OF THE CHILDREN REPROACH THEM AND OCCASIONALLY EVEN BEAT THEM UP. DIFFERENT CAUSES RESPONSIBLE FOR EDUCATIONAL RETARDATION HAVE BEEN DISCUSSED. THESE MAY INCLUDE PHYSICAL HANDICAPS, SUCH AS POOR HEALTH, WEAK EYESIGHT, MENTAL AND PSYCHOLOGICAL DIFFICULTIES, I.E., LOWER I.Q., SOCIAL MALADJUSTMENT AND POOR METHODS OF TEACHING. THE WRITER ALSO SUGGESTS

THE METHODS WHICH CAN BE EMPLOYED IN DETECTING EDUCATIONAL RETARDATION IN CHILDREN AND DISCUSSES A NUMBER OF REMEDIAL MEASURES. THESE INCLUDE TEACHER GUIDANCE, SPECIAL CLASSES, EVENING CLASSES, REMEDIAL TEACHERS, ETC.

TEACHER EDUCATION

81. AZIZ, MOHAMMAD ABDUL. TARBIATE ASATZAH KE MASAIL (PROBLEMS IN THE TRAINING OF TEACHERS) --- SANVI TALEEM (LAHORE) 1(2): 65-80. SEPTEMBER 1967. (U).

THIS IS A CRITICAL SURVEY OF THE PRESENT TEACHER TRAINING PROGRAMS IN THE COUNTRY. THE EDUCATIONAL DEVELOPMENT IN A COUNTRY AND ITS ULTIMATE WORTH DEPEND ON THE QUALITY OF TEACHERS. IN PAKISTAN WE NEED GOOD TEACHERS FOR OUR EDUCATIONAL INSTITUTIONS BUT THE TEACHERS WE PREPARE FALL FAR SHORT OF THE EXPECTATIONS. THEY CAN HARDLY SERVE IN THE VANGUARD OF A RAPIDLY CHANGING AND DEVELOPING SOCIETY. THE TEACHER TRAINING PROGRAMS ARE NOT COMMENSURATE WITH THE NEEDS OF THE COUNTRY. THE BIGGEST DRAWBACK IS THAT THE TRAINED TEACHERS ARE DEFICIENT BOTH IN THE METHODS OF TEACHING AS WELL AS THE SUBJECT MATTER TO BE TAUGHT. THEIR GENERAL EDUCATION IS VERY POOR AND INADEQUATE. TABULAR DATA HAVE BEEN GIVEN WHICH ILLUSTRATE THAT MOST OF THE TEACHERS RECEIVE TRAINING CERTIFICATES AS SUBJECT SPECIALIST IN SUBJECTS WHICH THEY HAVE NOT STUDIED SINCE HIGH SCHOOL AND THEIR BASIC KNOWLEDGE OF THE SUBJECT IS WOEFULLY INADEQUATE. THE WRITER HAS LISTED A NUMBER OF SUGGESTIONS TO BETTER PREPARE THE TEACHERS FOR THE SUBJECTS THEY WOULD BE TEACHING IN SCHOOLS.

82. KHATUN, SHAFIA. TEACHER EDUCATION IN EAST PAKISTAN --- TEACHER'S WORLD (DACCA) 5(3): 23-31. 1967.

A CONSIDERABLE AMOUNT OF EXPANSION HAS TAKEN PLACE IN TEACHER EDUCATION IN THE YEARS FOLLOWING INDEPENDENCE, YET IT DOES NOT SATISFY THE MINIMUM REQUIREMENTS OF TEACHER EDUCATION IN EAST PAKISTAN. THE WRITER SURVEYS THE PRESENT POSITION IN THE FIELD OF EDCUATION AS WELL AS TEACHER EDUCATION IN AN ATTEMPT TO INDICATE HOW TEACHER EDUCATION CAN ACCELERATE THE PROCESS OF EDUCATIONAL EXPANSION IN THE PROVINCE. IT IS IMPORTANT TO INCREASE THE RESOURCES DEVOTED TO EDUCATION FOR EXPANSION BUT IT IS EQUALLY IMPORTANT TO USE THE AVAILABLE RESOURCES IN THE MOST ECONOMIC WAY, SINCE A HIGH DROP-OUT RATE IS A CLEAR WASTAGE OF RESOURCES. THESE TWO FACTORS BRING THE PROBLEMS OF QUANTITY AND QUALITY OF TEACHERS TO THE FOREFRONT. THE WRITER ALSO ASSESSES THE FUTURE REQUIREMENTS OF TEACHERS AND POINTS THE DEFICIENCIES IN THE LIGHT OF GROWING ENROLMENT. IN THE END WAYS AND MEANS HAVE

DEEN RECOMMENDED TO MEET THE PROBLEM OF QUANTITATIVE AND QUALITATIVE EXPANSION OF TEACHERS IN EAST PAKISTAN.

TEACHERS

83. DASGUPTA, A.M. AND M. HAQUE, MATINUDDIN, S.A.L. MUSTAKIM. THE CURRENT AND PROJECTED TEACHER SUPPLY SITUATION IN EAST PAKISTAN --- TEACHER'S WORLD (DACCA) 5(3): 15-22. 1967.

THE REPORT PRESENTS AN ANALYSIS OF THE CURRENT PROJECTED TEACHER-SUPPLY SITUATION IN EAST PAKISTAN AT DIFFERENT EDUCATIONAL STAGES. THE REPORT IS BASED UPON A BROAD INVESTIGATION OF ENROLMENT TRENDS BEING CONDUCTED BY THE RESARCH SERVICES CENTER OF THE INSTITUTE OF EDUCATION AND RESEARCH, UNIVERSITY OF DACCA, AND REPRESENTS ONLY ONE PHASE OF A LARGER, MORE COMPREHENSIVE RESEARCH PROJECT. NO DIRECT ATTEMPT IN THIS REPORT HAS BEEN MADE TO APPRAISE THE QUALITY OF TEACHING. IT IS RESTRICTED TO SOME QUANTITATIVE..... ASPECTS. TWO METHODS WERE EMPLOYED AT PREDICTIONS OF TEACHERS-NEED; 1) DETERMINATION BY TREND, AND, 2) INFERENCE THROUGH PUPIL ENROLMENTS. PERTINENT DATA HAVE BEEN PRESENTED IN TABULAR FORM.

IF EIGHT YEARS OF UNIVERSAL SCHOOLING IS TO BE ACHIEVED BY 1985, IT IS CONCLUDED, 4,85,223 AND 3,81,863 TEACHERS AT THE PRIMARY AND SECONDARY STAGES WILL BE NEEDED IN ADDITION TO THE NUMBER IN 1965, WITH RATIOS OF 1:20 AND 1:25 RESPECTIVELY.

84. HUQ, MOHAMMAD NURUL: ADHUNIK JUGE SHIKKHAR OPRIHARJOTA (THE NECESSITY OF TEACHING IN MODERN AGE) --- DAINIK PAKISTAN (DACCA) 3(306): SEPT. 18, 1967. (B).

THE WRITER EMPHASIZES THE ROLE WHICH TEACHERS CAN PLAY IN MAKING THEIR TEACHING EFFECTIVE. THE STUDENTS SPEND A SIGNIFICANT PART OF THEIR LIFE IN THE SCHOOL AND REMAIN EXPOSED TO THE INFLUENCES EMANATING FROM THEIR TEACHERS. THE TEACHERS CAN BUILD THEIR CHARACTER AND INFUSE INTO THEM INTEREST IN EDUCATION AND CULTIVATE LEARNING HABITS OF DISCIPLINE AND INDUSTRY. IF TEACHERS REALLY DEVOTE THEIR VALUABLE TIME IN GUIDING THE STUDENTS PROPERLY, THERE IS NO REASON WHY THE STUDENTS WILL NOT RESPOND FAVORABLY. EDUCATION TODAY HAS REACHED THE DOORSTEP OF THE IMPOVERISHED PEOPLE WHO COULD NEVER THINK OF IT. POOR STUDENTS RECEIVE STIPENDS AND SCHOLARSHIPS AND POVERTY IS NO LONGER A BAR FOR THOSE WHO ARE EAGER TO ACQUIRE EDUCATION. TODAY EDUCATION IS NOT CONFINED TO PRIVILEGED CLASSES ONLY AS IT USED TO BE. THE MAIN OBJECT OF ACQUIRING EDUCATION SHOULD, THEREFORE, BE TO BECOME A GOOD CITIZEN AND TO WORK ZEALOUSLY AND CEASELESSLY FOR THE BETTERMENT OF THE COUNTRY RATHER THAN FOR MONEY.

85. KHAN, PROFESSOR HAFIZULLAH. CLASS-ROOM: THE TRIAL STAGE OF THE TEACHER --- PAKISTAN OBSERVER (DACCA) SUNDAY MAGAZINE 19(266). DECEMBER 10, 1967.

THE WRITER DISCUSSES THE ESSENTIALS FOR SUCCESSFUL TEACHING. IN ORDER TO TEACH SUCCESSFULLY, THE TEACHER MUST ACCEPT THE DICTUM THAT HIS CLASS IS A COMPOSITION OF UNEQUALS · · IN LEARNING HABITS, PERSONALITY, PERFORMANCE ETC. THIS MAKES HIS WORK DIFFICULT. HE FINDS IT HARD TO CATER TO THE NEEDS OF THE GIFTED CHILDREN OR OF THE RETARDED ONES, AND, FOLLOWS, THEREFORE, THE 'AVERAGE' IN HIS TEACHING METHOD. THIS, OF COURSE, IS NOT THE BEST PRACTICE BUT IN THE PRESENT SYSTEM OF CLASS-ROOM COMPOSITION THE TEACHER CAN SELDOM HELP IT.

IN ORDER TO BECOME A SUCCESSFUL TEACHER: 1) THE TEACHER MUST CARRY THE CLASS WITH HIM, 2) SHOULD KNOW THAT NON-STOP TEACHING ALWAYS PROVES DULL; HE SHOULD PUNCTUATE HIS DELIVERY WITH STORIES AND REFRESHING NARRATIVES, 3) MUST EXHIBIT BALANCE IN HIS THINKING AND VIEWS AND SHOULD HAVE READY WIT, 4) SHOULD KNOW THAT HIS APPEARANCE AND DRESS HAVE TREMENDOUS INFLUENCE UPON THE LEARNING EXPERIENCE OF THE PUPILS, 5) LASTLY, THE SUCCESSFUL TEACHER MUST POSSESS UNSHAKABLE SELF-CONFIDENCE.

86. KHAN, NAMDAR. MEARI TA'ALEEM AUR ASATEZA KI ZIMMEDARIAN (STANDARD EDUCATION AND THE RESPONSIBILITIES OF TEACHERS) --- FIKRO KHYIAL (KARACHI) 5 (8,9): 25-28. 1967. (U).

THE WRITER HAS STATED AT THE OUTSET THAT PAKISTAN HAS TO MAKE MUCH HEADWAY IN EDUCATION BEFORE IT CAN HOPE TO COME UP WITH OTHER ADVANCED COUNTRIES. THERE IS NO GAINSAYING THAT SOUND AND SYSTEMATIC EDUCATION IS THE BASIS OF ALL SOCIAL AND ECONOMIC PROGRESS. THE GOVERNMENT OF THE COUNTRY IS ALIVE TO THIS REALITY AND PROVIDES EDUCATIONAL FACILITIES ON A WIDE SCALE. BUT, TEACHERS HAVE TO PLAY NO LESS IMPORTANT PART IN THE DEVELOPMENT OF EDUCATION. IT IS THEY WHO ARE PRIMARILY RESPONSIBLE FOR IMPROVING AND MAINTAINING THE STANDARD OF EDUCATION.

THE WRITER DISCUSSES THE WAYS AND MEANS WHEREBY STUDENTS CAN BE MADE CONSCIOUS OF THEIR POSITION IN THE SOCIAL AND CULTURAL LIFE OF THEIR COUNTRY. A TEACHER HAS TO KEEP THIS IN MIND. THE QUALITIES OF A GOOD TEACHER AND HIS RESPONSIBILITIES HAVE ALSO BEEN EXPLAINED AND DISCUSSED.

87. SELIM, M. SOME PROBLEMS OF TEACHER'S ORGANIZATIONS --- TEACHER'S WORLD (DACCA) 5(3): 3-7. 1967.

ONE AREA DIRECTLY RELATED TO TEACHER'S PROFESSIONAL GROWTH WHICH

IS BYPASSING SERIOUS ATTENTION OF OUR SCHOLARS AND EDUCATIONAL PLANNERS IS THE PROFESSIONAL ORGANIZATION OF TEACHERS. THE NEED FOR STRONG AND BROAD-BASED INDEPENDENT PROFESSIONAL ORGANIZATIONS FOR OUR TEACHERS IS SPECIALLY URGENT BECAUSE OF THE FACT THAT THEIR PREPARATION FOR THE JOBS IN MOST CASES IS NOT COMMENSURATE WITH WHAT IS EXPECTED OF THEM, FACILITIES FOR IN-SERVICE TRAINING ARE MEAGRE AND THEIR SALARIES AND SERVICE CONDITIONS GENERALLY ARE UNSATISFACTORY.

THE WRITER CITES EXAMPLES OF TEACHERS' ORGANIZATIONS IN OTHER COUNTRIES AND THE SIGNIFICANT CONTRIBUTION THEY ARE MAKING TO THE WELFARE OF THEIR MEMBERSHIP AND TO EDUCATIONAL DEVELOPMENT IN GENERAL. IN COMPARISON, THE EXISTING ASSOCIATIONS IN THE COUNTRY HAVE HAD VERY LITTLE PROFESSIONAL OR EDUCATIONAL IMPACT. THERE ARE MANY PROBLEMS AND OBSTACLES RESPONSIBLE FOR THE SLOW GROWTH AND LIMITED ACTIVITIES AND THESE PROBLEMS MUST BE STUDIED IN THE PERSPECTIVE OF SOCIAL AND ADMINISTRATIVE COMPLEXITIES. THE WRITER BRIEFLY SURVEYS THE PAST PERFORMANCE AND SCOPE OF THE EXISTING ASSOCIATIONS AND THE DIFFICULTIES IN THE WAY OF THEIR SUCCESSFUL OPERATION.

88. SIDDIQUI, HAFIZUR REHMAN. ASATEZA KI BARTARFIAN (DISMISSAL OF TEACHERS) --- DAILY JANG (KARACHI) 15TH JUNE, 29TH JUNE, 6TH JULY, 27TH JULY AND 13TH AUGUST, 1967. (U).

THE DISMISSAL OF TEACHERS JUST BEFORE THE SUMMER VACATIONS OF THREE MONTHS HAS BECOME A COMMON PRACTICE IN THE PRIVATE COLLEGES AND SCHOOLS OF KARACHI. THESE UNWARRANTED DISMISSALS AND LACK OF SECURITY IN SERVICE ARE BADLY AFFECTING THE EDUCATIONAL ATMOSPHERE. THE WRITER DISCUSSES IN DETAIL ALL THE CIRCUMSTANCES WHICH ARE RESPONSIBLE FOR THESE MALPRACTICES. IT IS REALLY ALARMING THAT THERE ARE NO EFFORTS WORTH THE NAME TO ERADICATE THE PRACTICE.

WITH A FEW EXCEPTIONS, EDUCATION HAS BECOME AN ARTICLE OF TRADE IN PRIVATE SCHOOLS AND COLLEGES. THE APPOINTMENTS AND DISMISSALS OF TEACHERS ARE MADE ON COMMERCIAL CONSIDERATIONS, AND NOT EDUCATIONAL. IT IS PROPOSED THAT THE UNIVERSITY OF KARACHI SHOULD TAKE VERY ACTIVE INTEREST IN THE AFFAIRS OF THESE SCHOOLS AND COLLEGES. THE WRITER PRESENTS A NUMBER OF SUGGESTIONS FOR CORRECTING THE SITUATION.

TEACHING METHODS AND MEDIA

89. ALI, ASGHAR. PARHNE KI AHMIYAT AUR US KE MADARIJ (READING: ITS SIGNIFICANCE AND STAGES) --- TALEEMO TADREES (LAHORE) 1(1): 45-53.

October 1967. (U).

Reading ability in children reflects their level of educational achievement. The child poor in reading is also weak in other subjects in spite of his mental abilities. The alarming rate of drop-out in schools is because of poor reading ability. A child's personality, his growth and social development are largely dependent on his reading ability. The writer explains the reading process and discusses the different factors involved in reading. The reading process includes visual concept, comprehension, appreciation and application of the material read. The writer also describes four different developmental stages through which a child learns the skill of reading. In the first stage child acquires reading readiness. He attains mental maturity and emotional stability necessary for reading. During the second stage the child begins to recognize letters and along with aural he also develops a visual concept of letters. Once he begins to read easily and rapidly he is in the third stage of reading. The fourth and the final stage is when children can easily pick up new and unfamiliar words and their comprehension is also improved.

90. ALI, Mohammad. Shikkha O Tar Poribesh (Teaching and its Environment) Dainik Pakistan (Dacca) 3(349): November 1, 1967. (B).

It has been observed that for the growth of a healthy child a healthy environment is a prerequsite. The same principle applies to sound and good teaching. If the educational institutions are situated at a place which is ideal and the atmosphere is serene and calm, the attention of the students will only be concentrated on books and will not be diverted towards other things. This basic principle for good teaching is not being followed strictly. The educational institutions in the city are generally located at a place which is very close to cinemas, hotels or markets. This proximity has resulted invariably in the growing number of absentees from the classes. The writer also criticizes the dearth of open spaces in schools and colleges. Very few schools and colleges in the province have open spaces. Twenty years have passed since independence but unfortunately the physical environment of our educational institutions has not improved. The problem of creating good and conducive atmopshere in schools and colleges deserves serious attention of the government.

91. CHAWALA. Radio Aur Television - Aik Zariyae Taleem (Radio and Television - A Medium of Education) --- Sanvi Taleem (Lahore) 1(2): 36-44. September 1967. (U).

The writer advocates the use of radio and television for the popularisation of education in the country. Examples have been

CITED FROM A NUMBER OF COUNTRIES WHERE THESE DEVICES HAVE BEEN EFFECTIVELY USED FOR THE PURPOSES OF EDUCATION. FOR DEVELOPING COUNTRIES LIKE PAKISTAN WHICH HAVE TO EDUCATE THEIR MASSES WITH ALL SPEED, RADIO AND TELEVISION HAVE SPECIAL PERTINENCE. THESE COUNTRIES ARE BESET WITH PROBLEMS LIKE SHORTAGE OF TEACHERS, INADEQUATE FACILITIES FOR SCIENCE AND TECHNICAL EDUCATION, AND LACK OF BUILDINGS, ETC. RADIO AND TELEVISION CAN COMPENSATE FOR THESE DIFFICULTIES AND CAN MAKE EDUCATION FOR A VERY LARGE NUMBER OF PEOPLE POSSIBLE. THESE MEDIA CAN ALSO FIND ROOM FOR REGIONAL DIVERSITIES AND LOCAL COLOR IN EDUCATION. IT IS TRUE THAT RADIO AND TELEVISION CANNOT TAKE THE PLACE OF TEACHER AND THEIR EDUCATIONAL USE IS LIKELY TO GIVE RISE TO A NUMBER OF PROBLEMS BUT THE BASIC NEED OF THE COUNTRY IS TO PROVIDE EDUCATION FOR THE GROWING POPULATION WITHOUT ANY DELAY. IF RADIO AND TELEVISION ARE USED WITH THOUGHTFUL PLANNING THEY CAN CONTRIBUTE IMMENSELY TO POPULAR EDUCATION.

92. EDITORIAL. SHIKKHA BOIBOSTHAR UNNOYON (THE DEVELOPMENT IN TEACHING METHODS) --- PAIGHAM (DACCA): OCTOBER 30, 1967. (B).

AN EDITORIAL COMMENT ON THE DETERIORATION IN THE STANDARDS OF EDUCATION EMPHASIZES THE IMPORTANCE OF TEACHING METHODS. ALTHOUGH THE NUMBER OF STUDENTS IN SCHOOLS AND COLLEGES HAS REGISTERED AN INCREASE, THIS DOES NOT MEAN THAT THE STANDARD OF EDUCATION HAS ALSO GONE HIGH. ON THE COUNTRARY, THE QUALITY OF EDUCATION IS RAPIDLY DECLINING. THE REASONS ARE: 1) THE WRONG METHODS OF TEACHING, 2) SCARCITY OF GOOD TEACHERS, 3) THE PRESENT SYSTEM OF EXAMINATION, AND, 4) THE SOCIAL ENVIRONMENT. THE IMPORTANCE OF HEALTH AND CONGENIAL ENVIRONMENT HAS BEEN GREATLY EMPHASIZED. UNLESS ENVIRONMENT IS GOOD, THE OBJECT OF EDUCATION WOULD NOT BE ATTAINED. THE INADEQUACY OUR EDUCATIONAL METHODS TO INFUSE IN STUDENTS THE TRUE AIMS AND OBJECTIVES OF EDUCATION HAS ALSO BEEN POINTED OUT. IF OUR METHODS OF TEACHING WERE EFFECTIVE OUR STUDENTS WOULD NOT HAVE TAKEN THE THINGS TAUGHT NON-SERIOUSLY. TODAY THE MAJORITYOF STUDENTS GO TO SCHOOLS AND COLLEGES SIMPLY TO PASS THE EXAMINATIONS AND OBTAIN EMPLOYMENTS AND HAVE HARDLY ANY REALIZATION OF THEIR SOCIAL AND MORAL RESPONSIBILITIES.

93. HAQUE, SHAMSUL. SUMMER WORKSHOP --- TEACHER'S WORLD (DACCA) 6(1): 38-40. 1967.

THE INSTITUTE OF EDUCATION AND RESEARCH, UNIVERSITY OF DACCA, ORGANIZED, OR ITS FACULTY PARTICIPATED, IN A NUMBER OF WORKSHOPS LAST SUMMER. THIS IS A BRIEF REPORT OF THE PROCEEDINGS. THE WORKSHOPS AND STUDY CONFERENCES WERE DESIGNED TO IDENTIFY SPECIFIC PROBLEMS WHICH THE TEACHERS FACED EVERY DAY IN THEIR SITUATIONS AND TO FIND THEIR SOLUTIONS AND DISCUSS THE BASIC APPROACHES IN TEACHING

SPECIFIC SCHOOL SUBJECTS. THE AREAS COVERED WERE TEACHING OF ENGLISH, BENGALI, SCIENCE, MATHEMATICS AND TOPICS OF GENERAL EDCUATIONAL INTEREST. IN COURSE OF DISCUSSIONS PARTICIPATING TEACHERS RAISED MANY QUESTIONS, SOME OF WHICH APPREARED DIFFICULT TO ANSWER AND A FEW ALMOST INSOLUBLE. SOME SELECTED QUESTIONS ASKED AT THESE MEETINGS ARE LISTED. SOME CONCLUSIONS DRAWN FROM THE TYPE OF QUESTIONS AND THE WAY THEY WERE RAISED HAVE ALSO BEEN LISTED.

94. HAQUE, SHAMSUL. LAWS OF LEARNING AND SPEECH DEVELOPMENT --- TEACHER'S WORLD (DACCA) 5(3): 38-44. 1967.

THIS IS PART II OF AN ARTICLE CONTINUED FROM THE PREVIOUS ISSUE OF THE SAME JOURNAL. THE WRITER EXPLAINS THAT SPEECH DEVELOPMENT IS ESSENTIAL NOT ONLY FOR SCHOOL-READINESS BUT ALSO FOR SKILL IN SPEAKING AND ITS RELATED INTELLECTUAL ACTIVITIES. THIS SKILL IS EQUALLY IMPORTANT FOR A LEARNER IN AND OUT OF SCHOOL, DURING AND AFTER FORMAL EDUCATION. AN ATTEMPT HAS BEEN MADE TO RELATE PSYCHOLOGICAL PRINCIPLES OF LEARNING WHICH ARE KNOWN TO NEARLY ALL PROFESSIONALLY TRAINED TEACHERS OF SPEECH DEVELOPMENT. IN THIS PART CLASSICAL GESTALT THEORY OF ORGANIZATION LEARNING AND LEWIN'S FIELD THEORY HAVE BEEN EXPLAINED AND THE PERTINENT LAWS OF THESE APPROACHES HAVE BEEN EXAMINED IN RELATION TO THE COMMON FACTORS ASSOCIATED WITH LEARNING AND SPEECH DEVELOPMENT.

95. MALIK, QAYYUM. WHAT TO TEACH, HOW MUCH AND WHEN --- ENTERPRISE (KARACHI) 16 (AUG.-SEPT.): 6-8. 1967.

NO PROPER SYSTEM OF EDUCATION CAN BE EVOLVED FOR A COUNTRY UNLESS IT IS FIRST DETERMINED WHAT TO TEACH, HOW MUCH OF IT TO TEACH AND WHEN TO TEACH IT TO THE YOUNG AT SCHOOL. THE IMPORTANCE OF EDUCATION AT PRIMARY STAGES CANNOT BE OVEREMPHASIZED, NOR OF THE SYLLABUS TO BE TAUGHT AT THIS STAGE.

THE WRITER FAVORS ENGLISH AS MEDIUM OF INSTRUCTION FOR HIGHER STUDIES IN PAKISTAN BUT NOT FOR THE PRIMARY STAGES. HE IS ALSO CRITICAL OF THE COURSES OF STUDIES PRESCRIBED BY EDUCATIONAL AUTHORITIES AND SEES NO WISDOM IN INCLUDING AS MANY AS 14 BOOKS FOR FIRST GRADERS. THE PRESENT TREND OF OVERBURDENING THE CHILD'S MIND WITH UNNECESSARY STUFF HAS ALSO BEEN CRITICIZED.

96. SHAMI, PARWAIZ. EDUCATION THROUGH MUSEUMS --- DAWN (KARACHI): DECEMBER 17, 1967.

AN ANALYTICAL STUDY OF THE CONTENTS OF MUSEUMS IN PAKISTAN PROVIDES ONE WITH A UNIQUE CONCEPT OF SELECTING THEM AS OPEN TEXT-BOOKS FOR JUNIOR AS WELL AS FOR VETERAN STUDENTS. A MUSEUM MAY BE RECOMMENDED

AS A LABORATORY, FOR TESTING NEW APPROACHES FOR THE TEACHING OF CHILDREN, BOTH TO THE CONTENTS OF CURRICULA AND THE METHODS OF TEACHING. A MUSEUM COUNTRIBUTES A NEW DIMENSION TO THE PROCESS OF CULTURE INCULCATION. WHEN WE DEFINE CULTURE AS THE "SOCIAL INHERITANCE" OR "THE FUNDED CAPITAL OF CIVILIZATION" WE ASSUME THAT CULTURE IS PRESERVED IN MUSEUMS, WHICH ARE THE PRINTING PRESSES OF THE PAST AGES. FROM THE VIEW POINT OF EDUCATIONAL METHOD THE MUSEUM CONTENTS ARE LESS SYSMBOLIC THAN THE PRINTED WORDS. SUCH MATERIALS SHOULD NOT BE MERELY CLASSIFIED AS "EYE" SENSE STIMULI. THEY ARE TECHNOLOGICAL MEDIA OF PROVIDING RIGHT CONCRETE EXPERIENCES AND ARE INSTRUMENTAL IN SENSITIZING THE CHILD MIND FOR ACTUAL LIFE VALUES. THUS A GUIDED AND GRADED STUDY OF MUSEUM SPECIMENS, UNDER EXPERT SUPERVISION, MAY OPEN NEW METHODS OF ENRICHING THE BASIC TEXTURE OF DIFFERENT AIMS OF EDUCATION.

THERE IS NEED TO TURN ALL MUSEUMS INTO WORKING INSTITUTIONS IN AND THROUGH WHICH VISUAL INSTRUCTION IN THE REAL SENSE COULD BE IMPARTED TO ALL TYPES OF STUDENTS. THIS COULD ONLY BE DONE IF WE INITIATE AND UNDERTAKE PERTINENT MEANS AND METHODS TO MAKE OUR MUSEUMS THE TRUE REPOSITORIES OF CULTURAL HERITAGE AND THUS MAKE THEM POWERFUL ENOUGH TO PLAY THEIR ROLE AS IMPORTANT ADJUNCTS OF NATIONAL EDUCATION.

97. SULTANA, SAHANA. SHISHU YAKHAN KATHA BALTE SHEKHE (AS THE CHILD LEARNS SPEAKING) --- BEGUM (DACCA) 20(43): 12. SEPTEMBER 24, 1967. (B).

GENERALLY A CHILD STARTS SPEAKING AT THE AGE OF 18 MONTHS. OF COURSE, THERE IS VARIATION. PARENTS SHOULD NOT BE AFRAID OF THEIR CHILD'S LATE SPEAKING. IT MAY VERY WELL BE DUE TO A TACITURN ATTITUDE OF PARENTS TOWARD THE CHILD IN THE EARLY STAGES, OR LACK OF FACILITIES FOR MIXING WITH OTHER CHILDREN. THE PARENTS SHOULD TALK TO THE CHILD WHO DOES NOT HAVE PLAYMATES. PICTURE BOOKS ALSO CAN HELP MAKING THE CHILD SPEAK EARLY. FROM THE BEGINNING, THE CHILD SHOULD BE TAUGHT TO SPEAK WITH CORRECT PRONUNCIATION. HE SHOULD NEVER BE ENCOURAGED IN HIS INCORRECT PRONUNCIATION ONLY BECAUSE OF ITS SWEET SOUND. BECAUSE, THIS IN COURSE OF TIME WILL BECOME HIS HABIT. THE CHILD IS VERY IMITATIVE AND IMITATES IN NO TIME WHAT AND HOW HIS PARENTS SPEAK. THEREFORE, THE PARENTS SHOULD ALWAYS SPEAK WITH RESTRAINT USING SWEET LANGUAGE. THE CHILD SHOULD NEVER BE LAUGHED AT FOR HIS INCORRECT PRONUNCIATION AND IRRELEVANT WORDS. THIS DISTURBS HIS NATURAL INSTINCT FOR TALKING, RATHER HE SHOULD BE CORRECTED WITH SWEET WORDS.

TECHNICAL EDUCATION

98. DYKE, D.A. TECHNICAL EDUCATION IN PAKISTAN --- ENTERPRISE (KARACHI)

XVI(Aug.-Sept.): 31-33. 1967.

In Pakistan there is an ever-increasing demand for trained manpower because the economic development of Pakistan ultimately depends on the number and efficiency of its technici ns and trained workers. Hence the importance of technical education in the country. In 1947 there were no technical institutes or even secondary schools to teach technical subjects. A brief account is given of the gradual progress in technical education, specially with the help which Swedish government has given Pakistan in popularizing technical education.

A greater variety of educational opportunities has been planned for the period so that trained manpower can be produced to meet the growing needs of the country. For this purpose double and over-lapping shifts and evening courses have been introduced. Various international agencies working in this field in Pakistan have been named and their progress described. A number of problems which are hampering the spread of technical education have also been explained and discussed.

TEXT-BOOKS

99. Ali, S. Amjad. Text-Books --- In: Bookworld of Pakistan 29-33 (Karachi, National Book Center of Pakistan). 1967.

This is a brief review of the present position of text-books in Pakistan. Previously the preparation and production of text-books was in the hands of private agencies. This policy led to a marked deterioration in the standard of text-books both in respect of quality of contents and production. At present, however, the Government Text-Book Boards of Lahore and Dacca are making efforts to raise the standard of text-books. The writer points out that so far they are paying more attention to the contents and price of the books than to the quality of production.

The work so far done by both the Text-Book Boards, including the policy and method of the preparation of text-books, and the statistics of the published works have also been briefly reported. At present, the preparation of text-books is in the hands of Text-Book Boards and printing is undertaken by private agencies. The Boards now propose to make their own arrangements for printing the text-books. The chapter concludes with a description of the working of the East Pakistan Text-Book Board.

100. EDITORIAL. Pathho Pushtok O Jatiyo Tamuddun (The Text-Books and National Culture) --- Paigham (Dacca) 4(1): September 7, 1967. (B).

An editorial comment on the text-books now in use in schools and colleges of the province. Pakistan being an Islamic State the text-books should also reflect the true picture of our culture and civilization. It is painful that so far no attention has been given to this important consideration in the preparation and prescribing of text-books. Reference has been made to the recent speech of the provincial governor in which the necessity of changing the text-books in the light of Pakistan's ideology has been emphasized. Text-books for schools and colleges should be written with due regard to our tradition, culture and civilization. It is a mistaken belief that the culture of two Bengals (East and West Bengal) is identical. We in East Pakistan have a cultural identity of our own, and we can establish this through our text-books. The text-books must be re-written reflecting our cultural and national life.

101. Rame, Haneef. Hamari Darsi Kitabein (Our Text-Books) --- Kitab (Lahore) 2(4): 21-24. 1967. (U).

What is and what is not a text-book is the first question taken up in this article for discussion. In our country the preparation of text-books is in the hands of Text Book Boards. These Boards had to assume this responsibility in order to improve the standard of text-books which was deteriorating because of malpractices in the book trade. In the present set up these Boards are not financed by the government. Instead the expenses are met by the royalties received from the printers. The writer is very critical of this policy. He analyses in detail the working of these Boards and points out that in this system the authors of text-books receive very meag ' royalties which fact badly affects the quality of the writings. It also results in an unfair competition between the printers. The cut-throat competition not only lowers the production standard but also encourages malpractices in the trade.

WOMEN'S EDUCATION

102. Begum, Nilofer. Nirakhkharata Durikarane Russiayiya Muslim Nari (The Role of Muslim Women in Removing Illiteracy in Russia) --- Begum (Dacca) 20(41): 6 and 8. September 1967. (B).

The writer highlights the efforts made by the Muslim women of Uzbekistan, Tazikistan, Turkmanistan, Kazakistan and Kirgizia of the U.S.S.R. to remove illiteracy there after the October 1917 Revolution,

WHOSE PRINCIPAL REFORM, AMONG OTHERS, WAS DIRECTED TOWARDS REMOVING ILLITERACY, IN THAT REAL DEVELOPMENT OF THE COUNTRY DEPENDED MAINLY ON SPREAD OF EDUCATION. A COMMISSION FOR FEMALE EDUCATION WAS CONSITUTED IN 1919 JUST AFTER SIGNING OF THE DECREE FOR REMOVING ILLITERACY BY LENIN. THE EFFORTS WERE OPPOSED VEHEMENTLY BY THE RELIGIOUS AND CONSERVATIVE SECTION OF THE MUSLIM POPULATION. BUT IN SPITE OF ALL OBSTACLES SOME WOMEN WERE ENLISTED AS WORKERS IN THE REGIONAL COMMUNIST PARTY SCHOOLS. THEY VERY SECRETLY PROPAGATED THE MOVEMENT TO REMOVE ILLITERACY FROM DOOR TO DOOR IN THE MUSLIM WOMEN COMMUNITY, EVEN AT THE RISK OF THEIR LIVES IN THE HANDS OF THEIR OWN FATHERS, HUSBANDS OR NEAR RELATIONS. THEY STARTED WOMEN CLUBS, LIBRARIES, CHILD WELFARE AND MATERNITY CENTERS JUST TO SHOW THE EXCELLENT RESULT OF EDUCATION, AND SIDE BY SIDE TO START WOMEN ADULT EDUCATION CENTERS. THE RESULT WAS A BRILLIANT ONE BRINGING LITERACY FROM 7% IN 1926 TO 60% IN 1938.

103. SABIH, MOHSIN. EDUCATION FOR FEMALES --- DAILY NEWS (KARACHI): DECEMBER 20, 1967.

SHOULD OUR GIRLS BE PERMITTED TO TAKE UP HIGHER AND SPECIALIZED STUDIES? IS THE PRESENT SYSTEM OF EDUCATION SUITABLE FOR WOMEN? THESE ARE THE QUESTIONS THAT HAVE BEEN AGITATING THE MINDS OF MANY OF US TODAY. A LARGE SECTION OF OUR POPULATION IS IN FAVOR OF FEMALE EDUCATION AND CONSEQUENTLY EDUCATION IS SPREADING VERY RAPIDLY AMONG WOMEN. MORE AND MORE GIRLS ARE TAKING TO SCIENTIFIC SUBJECTS, PROFESSIONAL STUDIES AND OTHER COURSES OF PRACTICAL UTILITY. SUCH EDUCATION CAN BE USEFUL ONLY IF THE KNOWLEDGE THUS ACQUIRED IS UTILIZED BY ENTERING THE RELEVANT PROFESSIONS.

IN VIEW OF THE CONDITIONS STILL PREVAILING IN OUR COUNTRY AND IN THE LIGHT OF THE EXPERIENCES GAINED IN THE WEST, WE HAVE TO CAREFULLY CHART OUR COURSE OF ACTION. THE WRITER HAS FOR THIS PURPOSE INTERVIEWED SOME PROMINENT EDUCATORS AND HE BRIEFLY REPORTS THEIR VIEWS ON THE PROBLEM: OF EDUCATION OF WOMEN.

GENERAL

104. AHMAD, MANZOOR. THE ELITIST MYTH IN EDUCATION --- PAKISTAN OBSERVER (DACCA) 19(227): 7-11. OCTOBER 29, 1967.

THE COMPLAINT LODGED BY PARENTS, EDUCATORS AND NEWSPAPER EDITORS ABOUT THE QUALITYOF EDUCATION AND THE HUGE PROPORTIONS OF FAILURE

AND BARE 'PASS' IN THE PUBLIC EXAMINATIONS GIVES CREDENCE TO THE BELIEF THAT THE WORK OF OUR SCHOOLS IS NOT WHAT IT SHOULD BE. THE CAUSES OF THIS DETERIORATING STATE OF AFFAIRS ARE ILL-PAID AND UNQUALIFIED TEACHERS AND ILL-EQUIPPED SCHOOLS. THE SITUATION HAS PERSISTED SO LONG THAT A SELF-PERPETUATING VICIOUS CIRCLE HAS DEVELOPED. THE NEW GENERATION OF TEACHERS ARE THE PRODUCTS OF THE EXISTING SYSTEM AND CAN HARDLY RISE ABOVE IT TO BRING ABOUT A QUALITATIVE CHANGE IN THE SYSTEM. THE WRITER CRITICIZES THE ATTITUDE OF THOSE ENTRUSTED WITH EDUCATIONAL ADMINISTRATION AS THEY ALLOW ONLY LIMITED DEVELOPMENT GRANTS TO A LIMITED NUMBER OF THE SECONDARY SCHOOLS AND CONCENTRATE ON A FEW SHOW-CASE ELITE SCHOOLS WHERE THE FUTURE LEADERS OF THE NATION ARE SUPPOSED TO BE REARED.

PUBLIC FUNDS SHOULD NOT BE SQUANDERED ON A FEW ELITE SCHOOLS, BUT SHOULD BE DIVERTED TO THE IMPROVEMENT OF COMMON SCHOOLS.

105. EDITORIAL. THE CANKER IN THE BUD --- PAKISTAN OBSERVER (DACCA): VOL 19, NO. 231. NOVEMBER 2, 1967.

THE DEVELOPING SOCIETIES IN ASIA PARTICULARLY IN THIS SUB-CONTINENT, ARE ANYTHING BUT A PARAGON OF DEVELOPMENT. THIS IS BECAUSE OF THE TWO CENTURIES OF SUBJUGATION AND CONSEQUENT DEMORALISATION UNDER AN ALIEN COLONIAL RULE. WE SHOULD AS A COUNTRY BE FULLY CONSCIOUS OF THE SOCIOLOGICAL ASPECT OF OUR POSITION. THE FIRST THING TO BE CONSIDERED IS THE FUTURE OF THE YOUNG GENERATION. THEY LIVE IN CROWDED, ILL-PLANNED, ILL-RUN HOMES AND ARE COMMITTED FOR THEIR DEVELOPMENT TO EQUALLY CROWDED ILL-ADMINISTERED SCHOOLS AND COLLEGES. THE INSTANCE OF AMERICA AND ENGLAND IS BEFORE US WHERE DESPITE THEIR COMPARATIVE ADVANTAGE OF RESOURCES AND BETTER PLANNING SERIOUS THOUGHT IS BEING GIVEN TO THE CONDITION OF YOUTH AS BOTH THE HOME AND THE SCHOOL OR COLLEGE ARE FINDING IT INCREASINGLY DIFFICULT TO TAKE FULL CARE OF THEM. THESE COUNTRIES HAVE SET ABOUT STUDYING THE PROBLEM OF YOUTH IN A SYSTEMATIC MANNER BY MEANS OF ALL AVAILABLE EXPERT KNOWLEDGE AND RESEARCH. THE EDITORIAL ADVOCATES THAT NOW WHEN THE NATION IS TWENTY YEARS OLD IT IS IMPERATIVE THAT WE GIVE OUR BEST ATTENTION TO THIS PROBLEM.

LANGUAGES AND MEDIUM OF INSTRUCTION (Special Section)

106. ALI, Mohammad (Presidential Address) Delivered on October 9, 1967, at Municipal Hall, Peshawar City, in Pushto (Mimeographed).

The encouragement from the government for the expansion and promotion of regional languages and the demand from the public that Pushto should be the medium of instruction in the Peshawar region is prudent and realistic. Medium of instruction is not a controversial or political issue but falls in the area of education and should be resolved on educational merits. Everywhere students are taught in their mother tongue and it is a sound educational practice. Therefore, there is no reason why this principle should not be followed in this area too and Pushto be made the medium of instruction in schools and for propagation of literacy.

107. ASLAM, Q.M. Problems of the Teachers and Taught arising out of Changes in the Medium of Instruction --- Jamia Educational Quarterly (Karachi) 5(3): 92-100. 1967.

The writer discusses both the pros and cons of the change in medium of instruction from English to the national languages of Pakistan, namely, Urdu and Bengali. On the positive side teaching and learning through national languages will become much more realistic than at present. Research activities will receive stimulation and instruction in natural and social sciences will become more meaningful and constructive. The change will bring in its wake a number of desirable social changes too. On the negative side, in the initial stages there is danger of a further decline in the standards of education. There are technical difficulties and translations are not good. Science professors do not have sufficient interest in the national language movement, and the issue also conceals a class conflict.

Since education of any country is best built on its own language or languages, the writer's own conclusion is that Pakistan's national education must try and build on Urdu and Bengali. It is also certain that the world today is closely knit and in a dynamic and progressive flux. To go with the rest of the world in education, in technical and other knowledge, Pakistan must impart to Pakistanis adequate and effective knowledge of at least one western language, which naturally is English.

108. EDITORIAL. Aala Ta'aleem Qaumi Zubanon Main (Higher Education in National Languages) --- Nawa-e-Waqt (Lahore): December 16, 1967. (U).

This is an editorial comment on the official policy about the problem of changing the medium of instruction for higher education. The demand for the introduction of national languages as media of instruction in higher classes is not new. Our misfortune is that still English has not been replaced by the national languages, and if the situation continues it would become impossible to replace English in official use as recommended in the 1962 constitution. The efforts in this direction are half-hearted. All the work that is being done for promoting national languages lacks coordination.

The present policy of the government will not help in improving the present situation. Usual practices of undertaking a time-consuming analysis of the prevailing situation and then drawing up recommendations for final acceptance and implementation will only serve to retard the progress of national languages.

109. EDITORIAL. Dainandin Jibaner Pratiti Kkhetrey Bangla Bhasha Byabahar Karun (Use Bengali in Every Sphere of Life) --- Azad (Dacca): 4. March 20, 1965. (B).

This is a statement issued by the working committee of the East Pakistan Association for Introduction of Bengali, outlining its objects, ideals and programs. The work of the Association which consists of the university students and teachers, is limited to the introduction of Bengali as medium of instruction in every stage of educational activity. This measure is necessary in order to give greater fillip to the movement for spread of education. The drive is not directed against English, but towards improving the Bengali language and literature to make it rich enough to take over full responsibility of serving as a vehicle of instruction. As such the Association's work will be to help translate standard foreign books and write books in mother tongue. The Association will publish a monthly journal having articles on different problems of instruction through the medium of Bengali.

110. EDITORIAL. Jatiya Bhashaya Gyan Bitarana (Dissemination of Knowledge Through National Language) --- Azad (Dacca): 2. May 17, 1967. (B).

This is an editorial comment on the Lahore Government College convocation address given by Chief Justice Cornelius who expressed the opinion that for the general growth of intellect and development of latent faculties of the young people, the foreign language must give way to

THE NATIONAL LANGUAGE IN DISSEMINATING KNOWLEDGE. THE ARTICLE POINTS OUT THAT BOTH BENGALI AND URDU HAVE ALREADY BEEN GIVEN THE CHANCE TO SERVE AS MEDIA OF INSTRUCTION IN HUMANITIES WITHOUT MUCH DIFFICULTY. THE LINGUISTS ARE OF THE OPINION THAT EDUCATION RECEIVED THROUGH THE MEDIUM OF MOTHER TONGUE AND NATIONAL LANGUAGES, CREATES IN THE STUDENTS AN ORIGINALITY AND CREATIVE KNOWLEDGE. THE FOREIGN LANGUAGE FAILS TO SERVE THIS PURPOSE. THE EDUCATION THAT HAS BEEN GIVEN BY THE BRITISH THROUGH A FOREIGN LANGUAGE FOR 150 YEARS CREATED MORE CLERKS THAN ANY REAL SCIENTISTS, RESEARCHERS, INVENTORS AND EDUCATORS. THE ARGUMENT OF THE PROTAGONISTS OF FOREIGN LANGUAGE AS MEDIUM OF INSTRUCTION THAT ORIGINAL EDUCATIONAL CANNOT BE IMPARTED THROUGH TRANSLATED LITERATURE, DOES NOT HOLD GOOD IN THE PRESENT DAY WORLD. THERE ARE BOOKS ON ECONOMICS, INDUSTRY, ETC. IN ENGLISH, NO DOUBT, BUT FOR MATERIALS ON SPACE TECHNOLOGY, ATOMIC RESEARCH, ETC., WE MUST TAKE HELP FROM THE GERMAN AND RUSSIAN LANGUAGES. IT IS UTTERLY IMPOSSIBLE FOR OUR STUDENTS TO MASTER KNOWLEDGE IN ALL THOSE LANGUAGES. SO EDUCATION AND KNOWLEDGE SHOULD BE DISSEMINATED THROUGH THE MEDIA OF NATIONAL LANGUAGES, OF COURSE, WITH SOME LIMITATIONS, AND IN DUE COURSE OF TIME THIS NEED WILL ALSO DISAPPEAR WITH THE DEVELOPMENT OF OUR NATIONAL LANGUAGES.

111. EDITORIAL. SHIKKHA SAPTAHA (EDUCATION WEEK) --- SANGBAD (DACCA): 2. FEBRUARY 18,1960.

THIS IS A CRITICISM OF THE DELIBERATIONS AND PROCEEDINGS OF THE EDUCATION WEEK WHICH WERE CONDUCTED IN ENGLISH, ALTHOUGH THE MOTHER TONGUE HAS BEEN RECOMMENDED BY THE COMMISSION ON NATIONAL EDUCATION TO SERVE AS MEDIUM OF INSTRUCTION. THE ARTICLE EMPHASIZES THAT PROCEEDINGS OF THE EDUCATION WEEK SHOULD HAVE BEEN IN BENGALI AND THAT BENGALI SHOULD BE USED AT EVERY STAGE OF ITS ACTIVITY. ONLY THE INTRODUCTION OF BENGALI AS MEDIUM OF INSTRUCTION WILL NOT SOLVE THE PROBLEM. BENGALI LANGUAGE AND LITERATURE SHOULD BE USED IN EVERY-DAY ACTIVITY OF THE PEOPLE, ONLY THROUGH A DIRECT LINK WITH THE PEOPLE, THE LANGUAGE WILL BE ABLE TO SERVE AS AN EFFECTIVE VEHICLE OF INSTRUCTION.

112. HAI, MUHAMMAD ABDUL. PROBLEMS OF THE TEACHER AND THE TAUGHT ARISING OUT OF CHANGE IN THE MEDIUM OF INSTRUCTION --- JAMIA EDUCATIONAL QUARTERLY (KARACHI) 5(3): 85-91. 1964.

THE DIFFICULTIES RESULTING FROM A CHANGE IN THE MEDIUM OF INSTRUCTION HAVE BEEN SURVEYED BOTH FROM THE POINT OF VIEW OF THE TEACHER AND THE STUDENTS. TEACHERS INITIALLY WILL POSSIBLY SUFFER FROM A SENSE OF DIFFIDENCE. SINCE THEY HAVE BEEN BROUGHT UP IN THE ENGLISH TRADITION AND HAVE AS WELL BEEN TEACHING THROUGH THE MEDIUM OF ENGLISH, THEIR

FEELING IS LIKELY TO BE THAT IT IS ALMOST POSSIBLE TO LECTURE ON THE SUBJECT IN THEIR OWN MOTHER TONGUE. THIS IS, HOWEVER, A DIFFICULTY WHICH WOULD BE EASILY OVERCOME AFTER A LITTLE PRACTICE. THE OTHER PROBLEM WHICH THE TEACHER MIGHT FACE IS THE LACK OF TEXT AND STANDARD REFERENCE BOOKS. THIS PROBLEM WOULD NEED A LITTLE LABOR AND DOING, TEXT BOOKS CAN BE TRANSLATED OR PREPARED AND WORK ON IT HAS ALREADY BEGUN. AS FOR REFERENCE BOOKS, THE TEACHER WILL HAVE TO USE ORIGINAL BOOKS IN ENGLISH. ANOTHER PROBLEM IS THE LACK OF STANDARD TECHNICAL TERMS WHICH HAS NO EASY SOLUTION. TECHNICAL TERMS IN ANY LANGUAGE GET STANDARDIZED THROUGH THEIR USAGE OVER YEARS AND IT WILL BE QUITE IN KEEPING WITH THE PROGRESS OF THE LANGUAGE IF THE INTERNATIONAL TERMS ARE KEPT INTACT AND ARE ABSORBED.

FROM THE POINT OF VIEW OF THE STUDENT HE TOO MAY SHARE THE TEACHER'S FEAR OF THE LACK OF SUFFICIENT READING MATERIALS AND TEXT BOOKS. A MORE SERIOUS DIFFICULTY WHICH THE STUDENT MUST FACE FOR SOME TIME TO COME IS THE DUALITY OF LANGUAGE REQUIREMENT IN HIS ACADEMIC LIFE AND IN HIS PRACTICAL LIFE. WITH HIS CHANGED MEDIUM HE WILL FIND HIMSELF ILL EQUIPPED TO BEGIN HIS CAREER AS THE MEDIUM OF ADMINISTRATION IN THE COUNTRY AND FOR THE CIVIL SERVICE EXAMINATIONS CONTINUES TO BE ENGLISH.

113. HAQ, M. ENAMUL. TRANSLATION OF TECHNICAL TERMS AND TEXT-BOOKS --- JAMIA EDUCATIONAL QUARTERLY (KARACHI) 5(3): 35-49. 1967.

THE PROPOSITION EMBRACES TWO FUNDAMENTAL PROBLEMS: 1) THE PROBLEM OF TRANSLATION OF THE 'TECHNICAL TERMS' AND 2) THE PROBLEM OF TRANSLATION OF THE 'TEXT-BOOKS'. ALTHOUGH 'TRANSLATION' IS A COMMON FACTOR BETWEEN THE TWO, YET ONE KIND OF TRANSLATION IS DIFFERENT FROM THE OTHER BY NATURE. THE WRITER DISCUSSES THE TWO PROBLEMS SEPARATELY AND EXPLAINS THE INTRICACIES INVOLVED IN THE TWO TYPES OF TRANSLATIONS.

IT IS NOT TRANSLATION OF THE TEXT-BOOKS BUT OF THE TECHNICAL TERMS WHICH CONSTITUTES THE MAIN HURDLE IN TRANSLATION. THERE ARE TECHNICAL TERMS OF DIFFERENT CATEGORIES. ALL OF THEM EXCEPT THE CATEGORY FORMING THE PROPER NAMES ONLY, CAN BE TRANSLATED INTO ANY OTHER LANGUAGE. THE WRITER SUGGESTS THAT INTERNATIONAL SCIENTIFIC TERMS, SYMOBLS AND NOTATIONS SHOULD BE ADOPTED AND NEED NOT BE TRANSLATED.

REGARDING TEXT-BOOKS IT IS SUGGESTED THAT ONLY THOSE TEXT-BOOKS SHOULD BE TRANSLATED WHICH ARE ABSOLUTELY NECESSARY. EMPHASIS SHOULD BE PLACED ON ORIGINAL WRITING AND ADAPTATION AND NOT ON TRANSLATION.

114. HAQUE, Muhammad Enamul. Bangla Bhasher Unnayan (Development of Bengali Language) --- Purbadesh (Dacca) XI(28): 7 and 11. Feb. 19, 1967.(B).

The writer highlights the efforts made so far by Bengali Development Board to develop the Bengali language and literature to make it rich enough to serve as medium of instruction. The Central Government decided to establish the board in 1962 to comply with the recommendations of the Commission for National Education. The Board took up the task of writing books on history, natural sciences, social sciences, philosophy, technology, etc. in Bengali for Graduate and Post-graduate courses, including books on engineering and technical subjects, so that education in these subjects can be given through the medium of mother tongue. It started printing books during 1964-65. The principal difficulty faced by the board in this respect is the lack of suitable equivalenges in Bengali. By now more than forty-two thousand equivalences in Bengali have been adopted. Keeping in view the necessity to introduce Bengali as medium of instruction in higher education, the board has published so far books on chemistry, biology, astronomy, political science, commerce, philosophy, animal husbandry, etc. The board is also meeting the demand for dictionaries. Though the main concern of the board is to remove difficulties of instruction in science and technology through the medium of Bengali language, it, however, did not confine itself to the publishing of books and doing researches only, but also gave monetary help and co-operation to other research works and research magazines.

115. HASAN, Aftab. Urdu Translation of Technical Terms and Text-Books --- Jamia Educational Quarterly (Karachi) 5(3): 50-65. 1967.

From the practical point of view, the problem of the medium of instruction is the problem of translation of technical terms. Nobody finds any difficulty in translating ordinary sentences of every day speech or for that matter, in expressing a simple thought in his own language. The real difficulty is encountered when one has to deal with comprehensive concepts and ideas expressed in [illegible] technical terms.

The writer maintains that technical terms do not present any major obstacle in adopting Urdu as medium of instruction. A historical survey has been presented of the efforts made from time to time by various organizations and institutions to translate academic and scientific works in Urdu from different languages. The poineer in this field was Nawab Shamsul Umara Mohammad Fakhruddin, a noble of Deccan who had a number of scientific books translated from English

INTO URDU DURING 1839 AND 1840. LATER DELHI COLLEGE, SIR SYED, MEDICAL COMMITTEE ESTABLISHED IN BENGAL, JAMIA OSMANIA AND MANY OTHERS MADE VALUABLE CONTRIBUTIONS. AT PRESENT THE BUREAU OF COMPOSITION, COMPILATION AND TRANSLATION, UNIVERSITY OF KARACHI, IS ENGAGED IN THIS WORK. THE BUREAU EDITS AND STANDARIDIZES THE EXISTING TECHNICAL TERMS, COINS NEW ONES AND FINALLY COMPILES DICTIONARIES OF THE TECHNICAL TERMS OF ALL SUBJECTS.

116. HUQ, MAZHAR-UL. THE IMPORTANCE OF TRANSLATIONS IN THE LANGUAGES OF PAKISTAN --- JAMIA EDUCATIONAL QUARTERLY (KARACHI) 5(3): 7-15. 1967.

THE WRITER BEGINS WITH A DISCUSSION OF THE PART PLAYED BY TRANSLATION IN THE DIFFUSION AND DEVELOPMENT OF KNOWLEDGE IN THE PAST AND THE IMPORTANCE WHICH MUSLIMS IN THEIR HISTORY HAVE ATTACHED TO TRANSLATION AND COLLECTION OF KNOWLEDGE. IN PAKISTAN IF WE DEVOTE OUR ATTENTION TO TRANSLATIONS IT WOULD BE IN KEEPING WITH OUR CULTURAL TRADITIONS. BUT WHAT HAS SUDDENLY BROUGHT THE IMPORTANCE OF TRANSLATIONS INTO PROMINENCE IS THE RECENT DEMAND IN THE COUNTRY THAT KNOWLEDGE SHOULD BE MADE AVAILABLE THROUGH MOTHER TONGUE. THERE IS NOT MUCH EXCEPT OF LITERARY AND HISTORICAL INTEREST TO BE TRNASLATED FROM ONE PAKISTANI LANGUAGE INTO ANOTHER. THE GREAT NEED FOR TRANSLATION IS FROM WESTERN LANGUAGES, PARTICULARLY ENGLISH, GERMAN AND RUSSIAN, SO THAT READING MATTER CAN BE SUPPLIED IN OUR OWN LANGUAGES FOR THE ACQUISITION OF KNOWLEDGE AND ITS DIFFUSION.

117. HUSAIN, S. SAJJAD. EDUCATION AND INTEGRATION IN PAKISTAN --- EDUCATION AND NATIONAL INTEGRATION (KARACHI: JAMIA INSTITUTE OF EDUCATION): 77-81. 1967.

THE ISSUE OF NATIONAL INTEGRATION IS INTIMATELY RELATED TO THE PROBLEM OF NATIONAL LANGUAGES. THE COHESIVE STRENGTH OF OUR NATIONAL LIFE IS AN AMALGAM OF A NUMBER OF THINGS: ISLAM, OUR COMMON HISTORY, AND ALSO THE ENGLISH LANGUAGE. NONE OF THESE ELEMENTS BY ITSELF COULD EXPLAIN PAKISTAN, THOUGH ISLAM IS AND WILL CONTINUE TO BE THE MOST IMPORTANT AMONG THEM. IN CONCRETE TERMS AND ON THE CULTURAL PLANE ISLAM HAS BEEN ASSOCIATED WITH OUR CLASSICAL LANGUAGES, NAMELY, ARABIC AND PERSIAN. THE DIMINISHING IMPORTANCE ATTACHED TO THEM IN GENERAL EDUCATION HAS MEANT A CORRESPONDING DECLINE IN THE STRENGTH OF THE SENTIMENTS WHICH USED TO SUSTAIN THE UNITY OF MUSLIM CULTURE IN INDIA. WITH THE RETREAT OF ARABIC AND PERSIAN, THE FORCES OF REGIONAL CULTURE ARE GAINING GROUND AND THREATENING TO IMPERIL THE FABRIC OF PAKISTAN'S CULTURAL UNITY. THE WRITER PROPOSES THAT WE SHOULD RETAIN THESE CLASSICAL LANGUAGES AND INSTRUCTION BE GIVEN TO ALL PAKISTANI CHILDREN IN THE CLASSICAL LANGUAGES. IT IS HOPED THAT THIS MEASURE WILL, IN THE EVENT ENGLISH LOSES ITS PRESENT POSITION, SERVE AS A COUNTERPOISE TO THE FORCES OF REGIONALISM.

118. KHAN, Ahmed. Masalae Zubaan (The Problem of Language) --- Taleem-o-Tehqiq (Lahore) Annual: 45-48. 1966 (U).

The use of the national language as the medium of instruction has been disputed. What is required is a dispassionate analysis of the whole situation. It is true that no one disagrees with the use of Urdu as the medium of instruction and there are genuine efforts on government as well as private levels to develop it into a modern living language to meet the requirements of the time.

There are many shortcomings in the Urdu script as it is difficult to read, write and print. So much so that there are suggestions for abondoning this script in favor of the Roman letters or other easy and workable scripts. The writer presents the views both for and against these suggestions. He poses some ten questions regarding the suitability of the Urdu script, in the light of which we shall have to take any decision for introducing Urdu as the medium of instruction and take other necessary steps to improve the language situation.

119. KHOKHAR, Masood Ahmed. Hamara Rasmul Khat, Us Ki Mushkilat Aur Un Ka Hal (Our Script, Its Difficulties and Their Solution) --- Taleem-o-Tehqiq (Lahore) Annual: 47-51. 1964. (U).

For a language to be of practical use on a nation-wide basis, an easy script is the first condition. Easy script means a script that is easy to read, write and print. The writer points out the shortcomings of the Urdu script and says that there are many letters having similar sounds and to add to the confusion, quite a good number of letters, when put down on paper, retain only their heads while combining with the preceding or the following letter. Further, diacritical marks are seldom used. All this makes mechanical printing of Urdu matter far more difficult and time-consuming than in the Roman script.

There has been since long a proposal for a change-over to the Roman or Deonagri script for overcoming these difficulties but this proposal does not find favor with the writer. He offers his own suggestions in detail and discusses their relative merits.

120. QADIR, Abdul Moulana (Address) Delivered on October 9, 1967, at Municipal Hall, Peshawar City in Pushto (Mimeographed).

The writer explains the significance of mother tongue as medium of instruction. The use of English as medium of teaching is a legacy

OF THE FOREIGN RULE. AFTER POLITICAL FREEDOM, HOWEVER, PAKISTAN IS IN A POSITION TO ADJUST THE SYSTEM OF EDUCATION ACCORDING TO THE NEEDS OF THE CHILDREN. THE WRITER EMPHASIZES TWO FACTS IN THIS REGARD. FIRSTLY, THE MEDIUM OF INSTRUCTION (ESPECIALLY AT ELEMENTARY LEVEL) AND THE CONTENTS OF SUBJECT PASSED ON TO THE YOUNG STUDENTS SHOULD BE THROUGH THEIR PARTICULAR MEDIUM. A BEGINNING HAS BEEN MADE BY INTRODUCING PUSHTO IN SCHOOLS. IT REMAINS TO BE STUDIED AS TO WHAT SHOULD BE THE CONTENT OF INFORMATION WHICH MAY REFLECT NATIONAL ASPIRATIONS. THE HISTORY OF THE DEMAND FOR PUSHTO TO BE MADE MEDIUM OF EDUCATION HAS BEEN TRACED. IT ORIGINATED FROM A PUBLIC DEMAND WHICH WAS ENDORSED BY THE NATIONAL EDUCATION COMMISSION REPORT. THIS WAS THEN APPROVED BY THE CABINET AND PASSED BY THE PROVINCIAL ASSEMBLY UNANIMOUSLY. THE DEMAND WAS REITERATED AT THIS MEETING AND IT WAS DECIDED THAT LITERACY SHOULD BE PROMOTED THROUGH MOTHER TONGUE.

121. RAHMAN, S. ABDUL. THE PROBLEM OF MEDIUM OF INSTRUCTION IN PAKISTAN --- JAMIA EDUCATIONAL QUARTERLY (KARACHI) 4(3): 55-61. 1963.

WITHOUT AN ADEQUATE AND SATISFACTORY ANSWER TO THE PROBLEM OF THE MEDIUM OF INSTRUCTION, NO PROPER FRUITION CAN BE EXPECTED OF OUR EFFORTS TOWARD THE IMPROVEMENT AND UNIVERSALIZATION OF EDUCATION IN THE COUNTRY. THE PROBLEM IS A LEGACY OF THE FOREIGN RULE AND BECAME TOO COMPLICATED AND CONFUSED BECAUSE OF BRITISH ADMINISTRATIVE AND EDUCATIONAL POLICIES IN THE COUNTRY. THE WRITER DISCUSSES THE DISADVENTAGES AND DRAWBACKS OF HAVING A FOREIGN LANGUAGE AS THE MEDIUM OF INSTRUCTION AND STRONGLY ADVOCATES THE REPLACEMENT OF ENGLISH BY NATIONAL LANGUAGES. IN SPITE OF A NUMBER OF DIFFICULTIES IN THE INITIAL STAGES THE ADOPTION OF A NATIONAL MEDIUM OF INSTRUCTION WILL CONTRIBUTE TO OUR EDUCATION QUALITATIVELY AND QUANTITATIVELY AND WILL LEAD TO AN ALL-ROUND UPLIFT OF THE COUNTRY. IN ADDITION TO BEING ACADEMIC, THE PROBLEM OF MEDIUM OF INSTRUCTION IS ALSO A SOCIAL, POLITICAL AND ECONOMIC PROBLEM AND IS INTIMATELY CONNECTED WITH THE OFFICIAL LANGUAGE OF THE COUNTRY. THE OFFICIAL LANGUAGE SHOULD BE THE SAME AS THE MEDIUM OF INSTRUCTION FOR IF THE OFFICIAL LANGUAGE IS DIFFERENT, THE TALENTED PERSONS WHO SEEK GOVERNMENT JOBS WOULD BE PRONE TO DEVOTING MORE TIME TO LEARNING THE OFFICIAL LANGUAGE.

122. SHADANI, W.H.A. NATIONAL LANGUAGES AND CURRICULUM --- IN: EDUCATION AND NATIONAL INTEGRATION (KARACHI, JAMIA INSTITUTE OF EDUCATION): 71-76. 1967.

ANY MEASURES REGARDING NATIONAL INTEGRATION PRE-SUPPOSE THE KNOWLEDGE OF AT LEAST THE TWO NATIONAL LANGUAGES, THAT IS, URDU AND BENGALI. YOU CANNOT STUDY ANY SUBJECT TO THE BEST OF YOUR ADVANTAGE

BUT IN YOUR OWN LANGUAGE AND YOU CANNOT REACH THE HEART OF THE PEOPLE UNLESS YOU CAN SPEAK TO THEM IN THEIR LANGUAGE. TWENTY YEARS AFTER THE ATTAINMENT OF POLITICAL FREEDOM, THERE IS NO JUSTIFICATION FOR RETAINING TWO MEDIA OF INSTRUCTION, THAT IS, ENGLISH AND MOTHER TONGUE. URDU AND BENGALI SHOULD BE UNIFORMLY ADOPTED AS THE ONLY MEDIA OF INSTRUCTION. IN ADDITION, A COMPULSORY MOTHER TONGUE PAPER MUST ESSENTIALLY FORM PART OF OUR CURRICULUM AT ALL LEVELS. IT IS TRUE THAT FOR THE STUDY OF MOTHER TONGUE WE CAN FIND A VERY LIMITED SPACE IN OUR CURRICULUM AS THERE ARE MANY OTHER SUBJECTS EQUALLY IMPORTANT TO BE LEARNED. HOWEVER, BY STUDYING VARIOUS SUBJECTS THROUGH THE MEDIUM OF THE MOTHER TONGUE WE ATTAIN A VERY HIGH PROFICIENCY IN THE LANGUAGE. THE WRITER ALSO RECOMMENDS THAT WE SHOULD RETAIN ENGLISH AS A SECOND LANGUAGE IN THE CURRICULUM BUT IT MUST SURRENDER ITS PRESENT POSITION TO URDU AND BENGALI IN OUR CURRICULUM AT ALL LEVELS OF EDUCATION.

123. WASTI, MOHAMMAD KHALIL. HAMARI ZUBAN AUR SCIENSI TAQAZE (OUR LANGUAGE AND THE DEMANDS OF SCIENCE) --- SANVI TALEEM (LAHORE) 1(2): 12-21. SEPTEMBER 1967. (U).

THE POPULARISATION OF SCIENCE AND TECHNOLOGY IS OUR NATIONAL PROBLEM. THIS WE CAN ATTAIN THROUGH THE USE OF URDU, THE NATIONAL LANGUAGE. IT IS IMPOSSIBLE TO MAKE EVERY ONE PROFICIENT IN THE ENGLISH LANGUAGE. IN SPITE OF THE EFFORTS IN THE LAST HUNDRED AND FIFTY YEARS HARDLY SEVEN PER CENT OF THE NATIONAL POPULATION COULD LEARN THE ENGLISH LANGUAGE. WE NEED TO AWAKEN IN OUR YOUNG MEN THE SCIENTIFIC SPIRIT SO THAT THEY CAN DISPLAY THEIR CREATIVITY OF MIND AND MAKE ORIGINAL CONTRIBUTIONS. THERE IS A DIFFERENCE IN CREATIVITY IN SCIENCE AND THE EXPRESSION AND COMMUNICATION OF SCIENTIFIC IDEAS. OUR YOUNG MEN CAN CONCENTRATE MERELY ON IMPROVING THEIR ENGLISH AND, THEREFORE, HAVE TO RESTRICT THEIR ENDEAVORS TO EXPRESSION AND COMMUNICATION ONLY. THEY CANNOT EVEN THINK OF IMAGINATIVE AND CREATIVE SCIENTIFIC WORK. WITHOUT THE USE OF OUR OWN LANGUAGE WE CANNOT ESTABLISH ANY HEALTHY ACADEMIC TRADITIONS IN THE COUNTRY.

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